

THE ALABAMA PLAN

SUBMITTED IN RESPONSE TO

**SECTION 207 AND SECTION 208
REPORTING REQUIREMENTS**

TITLE II, 1998 HIGHER EDUCATION ACT

STATE OF ALABAMA

DEPARTMENT OF EDUCATION

**OFFICE OF TEACHER EDUCATION AND
CERTIFICATION**

OCTOBER 2000

SECTION 1: AGENCY RESPONSIBLE FOR REPORTING

The Alabama State Board of Education (ASBE), consisting of eight members elected to represent geographic regions, and presided over by the Governor of Alabama or the Vice President in the Governor's absence, is responsible for establishing both (1) the standards that must be met by institutions of higher education that wish to prepare professional educators; and (2) the requirements that individuals must meet in order to earn certificates through either traditional or alternative approaches. The most recent comprehensive review and revision of ASBE teacher education and teacher certification standards occurred in 1997. Minor revisions of the standards are adopted from time to time in order to ensure their appropriateness and currency.

The State Superintendent of Education is the secretary and executive officer of the ASBE. The Alabama State Department of Education (ASDE), under the leadership of the State Superintendent of Education, is responsible for implementing the teacher education and teacher certification standards adopted by the ASBE. The 1997 teacher certification standards have been implemented since July 1 of that year. Each of Alabama's 29 teacher education institutions (16 public and 13 private) is providing programs that comply with the 1997 ASBE standards.

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SECTION 2: COLLABORATION WITH INSTITUTIONS OF HIGHER EDUCATION

The Alabama Association of Colleges for Teacher Education (ALACTE), an affiliate of the American Association of Colleges for Teacher Education, represents Alabama's 29 teacher education institutions through the participation of the deans of education or their designated representatives. ALACTE meets at least three times each year (April, July, and October) and more often if requested by the membership or the State Superintendent of Education. Title II of the Higher Education Act has been discussed at each ALACTE meeting since it was enacted by the Congress in 1998. The most recent ALACTE discussion of Title II occurred in July 2000, at which time the deans decided that any supplementary information they wish to provide should be attached to Alabama's annual report.

A Title II-related topic discussed over time by ALACTE members was the intent of the Alabama State Board of Education and the State Superintendent of Education to enhance accountability to the citizens of Alabama by issuing a report card for each institution that prepares teachers. Evidence of the positive working relationship that exists among the State Superintendent, his staff, and the deans of education was exemplified by the fact that ALACTE assumed responsibility for developing and fine-tuning the report card format that addresses Title II concerns. This format was approved by the ASBE and will be released for the first time on October 26, 2000. A copy of the report card is provided as part of this plan, and the most recent report card for each institution will be included with Alabama's annual Title II report.

Two other meetings related to Title II are worthy of mention. In May 2000, two representatives of teacher education institutions and at least nine Alabama State Department of Education staff members (representing teacher education and certification, teacher performance evaluation, federal programs, and information management) met to discuss procedures for gathering and reporting the data required by Title II and the state report card. In August 2000, the Director of Teacher Education and Certification, ASDE, met with the chief academic officers of Alabama's public universities to provide an update on teacher education and certification, including Alabama's strategy for complying with the reporting requirements of Title II.

In addition to requiring institutional accreditation by the Southern Association of Colleges and Schools as a prerequisite for teacher education program approval, Alabama State Board of Education standards require institutions to be reviewed on a five-year cycle. No program is approved by the ASBE until the institution documents compliance with all applicable state standards. One copy each of Alabama's teacher education standards and teacher certification standards are appended to this Title II plan.

Each dean of education received a draft copy of this Title II plan along with a request for editing and/or suggestions. Two deans suggested changes, and the plan was clarified in accordance with those suggestions.

The 29 Alabama institutions that prepare teachers and other school personnel are listed below in alphabetical order along with an indication of which institutions are private (*italics*) and which institutions have voluntarily sought and earned national accreditation (*).

ALABAMA'S TEACHER EDUCATION INSTITUTIONS

Alabama A & M University*	<i>Stillman College</i>
Alabama State University*	<i>Talladega College</i>
Athens State University*	Troy State University*
Auburn University*	Troy State University Dothan*
Auburn University Montgomery*	Troy State University in Montgomery
<i>Birmingham-Southern College*</i>	<i>Tuskegee University*</i>
<i>Concordia College</i>	University of Alabama*
<i>Faulkner University</i>	University of Alabama at Birmingham*
<i>Huntingdon College</i>	University of Alabama in Huntsville
Jacksonville State University*	<i>University of Mobile</i>
<i>Judson College</i>	University of Montevallo*
<i>Miles College</i>	University of North Alabama*
<i>Oakwood College*</i>	University of South Alabama*
<i>Spring Hill College</i>	University of West Alabama*
<i>Samford University*</i>	

Private Institution

* Accredited by the National Council for Accreditation of Teacher Education

SECTION 3: KEY COMPONENTS OF ALABAMA'S TITLE II REPORTING SYSTEM

Except for the Alabama Basic Skills Test, which will be described in detail in Sections 4 and 5 of this plan, Alabama does not now have a statewide teacher test. Members of the Alabama State Board of Education and the State Superintendent of Education, however, are committed to developing and administering a series of teacher tests, and progress is being made toward achieving that goal. Even without a test, and as indicated in response to Sections 2 and 7 of this plan, the ASBE is committed to accountability. Additional information pertaining to the ASBE's commitment to accountability is provided in Section 7 of this plan.

In responding to the Institutional Questionnaire, pages 43-47 of the Title II Reference & Reporting Guide, each institution will use the definitions provided in the Guide. For terms left to the state to define, each institution will use terminology defined in the ASBE teacher education and teacher certification standards. Similarly, definitions contained in the Guide and the ASBE standards will be used in compiling data from the 29 teacher education institutions in order to respond to the State Questionnaire, pages 48-71 of the Title II Reference & Reporting Guide.

As described in Sections 2 and 7 of this plan, Alabama's annual report will include the most recent report card for each teacher education institution as supplementary data for the Title II report due each October beginning in 2001. The report will also provide information about the performance of each institution's graduates based on the Alabama Professional Education Personnel Evaluation Program. It should be noted that, in response to requests from the deans of education and the chief academic officers of public institutions, Alabama State Department of Education staff members developed and implemented several procedures to verify that institutions will be accountable only for those individuals who have completed their programs and whom the institutions have recommended for certification.

SECTIONS 4 and 5: PASS RATES

Alabama does not now have a statewide teacher test other than the Alabama Basic Skills Test. The following historical background information is provided:

Rules adopted by the Alabama State Board of Education (ASBE) between 1977 and 1981 included the following requirements pertaining to teacher testing: (a) a passing score on the Alabama English Language Proficiency Test prior to admission to a teacher education program; (b) a minimum score of 16 on the American College Test (ACT) prior to admission to a teacher education program (revised to "17" on the Enhanced ACT in 1989); and (c) passing scores on the appropriate tests of the Alabama Initial Teacher Certification Testing Program (AITCTP) prior to obtaining certification. Several changes in these requirements have occurred over time, as described below.

The ASBE suspended the AITCTP in 1988 due to a lack of funding. The testing program had been in litigation since 1981 and the subsequent court settlement mandated its extensive redevelopment for which funds were not forthcoming. The requirement for a minimum score on the ACT or the Enhanced ACT was discontinued in 1991 when a federal judge enjoined the ASBE from using it as a criterion for admission to teacher education programs.

When the ASBE suspended the AITCTP in 1988, it also directed the State Superintendent of Education to develop and implement a standardized test of basic knowledge as part of the admission requirements to teacher education. While teacher education candidates were already required to pass the Alabama English Language Proficiency Test, which had been in effect since 1981, the ASBE desired to replace that test with a more rigorous test. As a result of the ASBE's directive, numerous psychometric and analytical activities were conducted, including an extensive review of the psychometric, educational, and legal literature regarding testing issues and a comprehensive review of the existing teacher testing instruments. Because of the litigation that had plagued the AITCTP, some of these tests, including the Praxis series of the Educational Testing Services (ETS), were not available for use in Alabama.

The investigative studies singled out the Basic Skills Test (BST) offered by National Computer Systems (NCS) of Iowa City, Iowa, as part of its Content Mastery Examinations for Educators (CMEE) battery. This test had been through rigorous national studies to make sure that the test did NOT discriminate against any particular group (bias-free) and that the test DID measure what it was designed to measure (content validity). In addition, Alabama's technical advisory committee, composed of persons with expertise in assessment and measurement, conducted its own local studies to ensure that the Alabama BST was bias-free and content-valid. The advisory committee worked with Alabama State Department of Education staff members and Alabama educators to conduct these studies as well as two field tests and a standard-setting study. As a result of these studies, the Basic Skills Test offered by NCS was customized to meet Alabama's needs and became the Alabama Basic Skills Test, replacing the Alabama English Language Proficiency Test in September 1992 for use in the teacher education program admission process.

The Alabama BST measures a prospective teacher's skills in reading, writing, and mathematics. The purpose of this test is to assess what an examinee knows or does not know regarding specific content in these basic skill areas (criterion-referenced). Since it is a criterion-referenced test, the Alabama BST does not rank an examinee's performance against a norm group (norm-referenced).

All candidates seeking admission to an undergraduate teacher education program at an Alabama college or university must pass the Alabama Basic Skills Test. Persons who are admitted to the alternative master's degree program were initially required to pass the Alabama BST but, as of July 1997, are no longer required to do so. Persons who follow the alternative baccalaureate route or the preliminary certificate route to initial certification are not now required to pass the Alabama BST.

In view of the above-stated historical explanation, Alabama will not report Alabama BST pass rates for program completers because the pass rate for all persons who complete an Alabama undergraduate teacher education program is 100 percent. Alabama does not administer a statewide undergraduate program completion or pre-certification test, nor is a statewide test required of persons who complete an alternative master's level program.

SECTION 6: MISCELLANEOUS REQUIRED INFORMATION

As indicated in Sections 4 and 5, Alabama will not report pass rates. Consequently, much of the miscellaneous required information listed in the Reference & Reporting Guide for Title II is not applicable to Alabama. In reporting applicable data, Alabama will use our definition of scholastic year, namely July 1-June 30. Institutions will submit applicable data to the State Department of Education by April 7 of each year beginning in 2001, as prescribed in the Title II Guide. Alabama will submit its report to the U. S. Department of Education by October 7 of each year beginning in 2001, as prescribed in the Title II Guide.

SECTION 7: LOW-PERFORMING INSTITUTIONS

The Alabama State Board of Education has demonstrated its commitment to holding schools, local education agencies, individuals, and most recently, teacher education institutions accountable for their performance. The Alabama Professional Education Personnel Evaluation Program (see Attachments) is being used to assess teacher performance; that program will become applicable to all school personnel.

In 1997, the ASBE enhanced its commitment to ensuring that each student has a well-prepared teacher by including the following statement in the teacher education program approval standards:

The teacher education unit shall ensure that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for certification. The unit shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization. The unit shall provide remediation at no cost to such individuals: (a) who receive a composite score of less than 18 on the Alabama Professional Education Personnel Evaluation (PEPE) Program (or less than the equivalent score on a comparable evaluation system approved by the State Board of Education); and (b) within 2 years of the valid date of the professional educator certificate, which was issued based on recommendation by the unit (in no case, shall the unit be required to provide redemption for more than the first two years of employment).

In addition to requiring teacher education institutions to guarantee the success of their graduates, the ASBE established criteria for identifying each teacher education program as having a status of "Academic Clear," "Academic Caution," or "Academic Alert." (See pages 310-312 of the teacher education standards that are attached to this Title II plan.) The criteria will be used by the ASBE, beginning in October 2000, to identify the performance status of each teacher education program. A program that receives an official status designation of "Academic Caution" will be considered for the purpose of Title II reporting as being at risk. A program that receives an official status designation of "Academic Alert" will be considered for the purpose of Title II reporting as being a low-performing program.

It is important to understand that although for the purposes of reporting, the Title II Reference and Reporting Guide "considers all regular teacher preparation programs at a single institution of higher education to be a single program," the Alabama State Board of Education uses a different definition. The ASBE defines a teacher education program as "an organized set of learning experiences designed to help teachers and/or instructional support personnel acquire the knowledge and competence necessary for successful performance in a selected field of specialization." Use of the ASBE definition results in the designation of separate programs such as elementary education and English language arts for each teacher education institution. The ASBE intends, by identifying low-performing programs rather than institutions, to encourage institutions to continue programs from which graduates are successful and to improve or eliminate programs from which new graduates experience difficulty on the job.

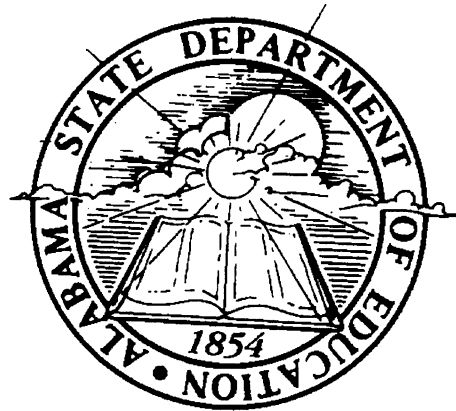
ATTACHMENTS

Attachment A: Institution of Higher Education Report Card

Attachment B: Teacher Education Standards

Attachment C: Teacher Certification Standards

**Attachment D: Professional Education Evaluation Program of Alabama,
Teacher Orientation Manual**



**STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Teacher Preparation Program Performance Profile:
Institution Name**

Quality Indicators

Indicator 1: Teacher Preparation Program Students.

Teacher preparation programs are designed to admit qualified students and train them to become effective teachers. Each college and university has a number of programs that prepare students to become teachers. These programs are graded using a set of standards called the Alabama Professional Education Evaluation (PEPE) program. This table shows how many of the teacher programs at Institution Name's school of education meet those standards. *Clear* means a program meets PEPE requirements. *Caution* means improvement is needed. *Alert* indicates there are significant problems that need to be corrected.

A. PEPE Results (for official status programs ONLY).

Total # Approved Programs								0
Status	# Programs	Clear		Caution		Alert		Grade
		No.	%	No.	%	No.	%	
Official Status Declared	0	0	0.00%	0	0.00%	0	0.00%	
Insufficient Data for Official Status	0	0	0.00%	0	0.00%	0	0.00%	N/A
Scale: A=95% OF PROGRAMS CLEAR; B=90% OF PROGRAMS CLEAR; C=85% OF PROGRAMS CLEAR; D=80% OF PROGRAMS CLEAR; F=BELOW 80% OF PROGRAMS CLEAR								

List of Programs which are no longer approved by the state Department of Education. (Due to PEPE Results):

B. Pass Rate on Teacher Test (to be determined).

C. Subject Matter Preparation.

Do all secondary and all grade teaching fields require a major or the equivalent of a major in the academic discipline (at least 30 Hours)?	
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D. Local School System's Satisfaction with Teachers from Institution Name.

Administrators were asked to consider new teachers they employed who graduated from Institution Name and indicate their satisfaction with how those new teachers who performed in several different areas.

Area	Percent Very Satisfied	Percent Satisfied	Percent Unsatisfied	Percent Very Unsatisfied
Overall Preparation	0.00%	0.00%	0.00%	0.00%
Work well with all students	0.00%	0.00%	0.00%	0.00%
Uses strategies for improvement of reading Comprehension appropriate to his/her subject and/or grade level	0.00%	0.00%	0.00%	0.00%
Recognizes and refers students with special needs	0.00%	0.00%	0.00%	0.00%
Work well with exceptional/special needs students in inclusive settings	0.00%	0.00%	0.00%	0.00%
Uses technology appropriately to improve Instruction	0.00%	0.00%	0.00%	0.00%
Uses technology by record keeping and Other management purposes	0.00%	0.00%	0.00%	0.00%

E. Grade Point Requirements for Teachers prepared by the institution. This table shows the minimum grade point average (GPA) that is required to be admitted to the teacher preparation program and the college as a whole. It also shows the GPA required to remain in the teacher preparation program versus the grade required to remain a student in the college. Finally, the table shows the difference (if any) between the GPA required to graduate from the teacher preparation program and from the school at large. (Relative to Institutional Requirements; some institutions are under a judge's order (*a Consent Decree*) and have not been allowed to raise GPA requirements.)

This is a <i>Consent Decree</i> institution.			
	Teacher Preparation Program	Institution	
Admission		N/A	
Retention			
Completion			

F. Local School System's Satisfaction with Instructional Support Personnel prepared by Institution Name. Administrators were asked to consider new administrators, counselors and library/media specialists they employ who graduated from Institution Name and indicate their satisfaction with how those new instructional support personnel performed in several different areas.

Area	Percent Very Satisfied	Percent Satisfied	Percent Unsatisfied	Percent Very Unsatisfied
Overall Preparation	0.00%	0.00%	0.00%	0.00%
Works well with all students	0.00%	0.00%	0.00%	0.00%
Work well with all teachers and staff	0.00%	0.00%	0.00%	0.00%
Makes decisions based on what's best for Students	0.00%	0.00%	0.00%	0.00%
Users technology appropriately in the Performance of duties	0.00%	0.00%	0.00%	0.00%

G. Grade Point Requirements for Instructional Support Personnel. This table shows the minimum grade point average (GPA) that is required to be admitted to the instructional support program and the graduate school as a whole. It also shows the GPA required to remain in the instructional support program versus the grade required to remain a student in the graduate school. Finally the table shows the difference (if any) between the GPA required to graduate from the instructional support program and from the graduate school at large.

	Teacher Preparation Program	Institution
Admission		
Retention		
Completion		

Indicator 2: Teacher Preparation Program.

The following tables show whether the teacher preparation program at Institution Name follows the recommended practices for practical, in-classroom experience for student teachers. The state internship requirement is 12 weeks.

A. Clinical Experiences. (7 hours = one day; 35 hours = one full time employment week)

Length of Full-Time Teacher Internship	Weeks
Early childhood/elementary programs	N/A
Secondary programs	N/A
All grades programs (music, art, and other non grade specific programs)	N/A

All OTHER Clinical Experiences	Weeks
Early childhood/elementary programs	N/A
Secondary programs	N/A
All grades programs	N/A

TOTAL Clinical Experiences	Weeks	Grade
Early childhood/elementary programs	N/A	N/A
Secondary programs	N/A	N/A
All grades programs	N/A	N/A

Scale: A=at least 24 weeks; B=at least 18 weeks; C=at least 12 weeks; D=at least 6 weeks; F=fewer than 6 weeks

B. Intern Supervision. It is important that full-time instructors supervise student teachers. This table shows what the percentage is.

TOTAL number of student teachers or teacher interns	N/A
Percentage of teacher interns supervised by full-time faculty	N/A

C. Faculty/Student Ratio for Intern Supervision. The state Department of Education recommends no more than 18 student teachers be supervised by any one full-time instructor. This table indicates whether that standard is met.

Intern to faculty teacher ratio is no more than 18 interns or no more than 4.5 interns per three semester hour course assignment	
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D. Graduate Satisfaction. Recent graduates of Institution Name's teacher preparation program were asked if they were satisfied with the training they received. This table reflects their answers by percentage.

Area	Percent Very Satisfied	Percent Satisfied	Percent Unsatisfied	Percent Very Unsatisfied
Overall preparation	0.00%	0.00%	0.00%	0.00%
Working well with all students	0.00%	0.00%	0.00%	0.00%
Acknowledging the importance of reading in my subject and/or grade level	0.00%	0.00%	0.00%	0.00%
Using strategies for the improvement of reading comprehension appropriate to my subject and/or grade level	0.00%	0.00%	0.00%	0.00%
Recognizing and referring students with special needs	0.00%	0.00%	0.00%	0.00%
Working well with exceptional/special needs students in inclusive settings	0.00%	0.00%	0.00%	0.00%
Using technology appropriately to improve instruction	0.00%	0.00%	0.00%	0.00%
Using technology for record keeping and other management purposes	0.00%	0.00%	0.00%	0.00%

E. Rate of Placement.

Total number of graduates for reporting cycle	0
Percent of graduates that were not located	N/A
Percent of graduates that were located	N/A
Percent of graduates teaching	N/A
Percent of graduates enrolled in graduate school, opting not to teach, refusing a teaching position, refusing to relocate to take a position, etc.	N/A
Percent of graduates not able to secure a teaching position	N/A

F. Professional Accreditation/Affiliation.

Is the teacher preparation program accredited by the National Council for Accreditation of Teacher Education	
Does the program have membership in the American Association of Colleges for Teacher Education?	

G. Here is a list of the organizations that have accredited Institution Name's Teacher Preparation Program.

Indicator 3: Teacher Preparation Faculty.

It is important that the faculty members in each Teacher Preparation Program are well prepared, credentialed, current, and experienced. The following tables give some indication of their qualifications and practices.

A. Experience.

Number of full-time faculty teaching required professional education courses	N/A
Percent of these faculty members with 3 or more years of appropriate elementary and/or secondary school experience	N/A

B. Collaboration with P-12 Schools.

Number of full-time faculty teaching required professional education courses	N/A
Percent of these faculty members working with elementary and/or secondary personnel in an ongoing, collaborative manner	N/A

Indicator 4: Collaboration with the Public Schools.

Teacher preparation programs should be heavily involved with the public schools not only in the context of appropriate placement of teacher interns, but in service to the school and its existing faculty as well. The following tables show the involvement of Institution Name with area schools.

A. Clinical/Field Faculty Satisfaction. This table shows how helpful area teachers think Institution Name's Teacher Training Program is in their school.

Area	Percent Satisfied
Providing handbook(s) and other support materials	N/A
Providing annual orientation/training sessions	N/A
Preparing cooperating teachers to assess intern performance	N/A
Communicating on a regular basis	N/A

B. P-12 Personnel Involvement in Teacher Preparation Programs. Local Schools should be involved in helping Teacher Training Programs prepare their students for the classroom. This table points out how current teachers are involved in the process.

Are Elementary and Secondary Personnel Involved in :	Yes or No
Mentoring/supervision/clinical education?	
Training/workshops/guest speaking?	
Teaching and developing course(s)?	
Participation on advisory councils, committees or special tasks?	
Collaborating in Research?	
Assessing student work?	

Indicator 5: General Institutional Support.

Teacher preparation should be central part of the Institution Name's mission and strongly supported by the institution. The following tables reflect the commitment of Institution Name to teacher education.

A. Support of Teacher preparation Programs.

1. Cost per Student in Teacher Preparation Programs (1999-2000 total budget for the college/school/department of education, minus funds for non-teacher education programs, divided by the unduplicated number of students in teacher education programs): N/A
2. Cost per Student in Other Clinical Programs at Institution (1999-2000 total budget divided by the unduplicated number of students in the programs): N/A

B. Arts and Sciences/Fine Arts Faculty Collaboration with Elementary and Secondary Schools.

Number of faculty members who teach courses above sophomore level which meet state board of education requirements	N/A
Percentage of these faculty who collaborated with primary and secondary personnel for at least five hours the previous year	N/A

C. Salaries for Teacher Preparation Faculty. (including those who teach required professional education courses)

1. Assistant Professors with Doctorates First Employed for the 1999-2000 School Year:
 - a. Average salary paid to new assistant professors for 9 months: N/A
 - b. Average years of teaching experience of new assistant professors: N/A
 - c. Minimum salary if were to be employed as public school teachers in Alabama: N/A
2. Associate Professors with Doctorates First Employed for the 1999-2000 School Year:
 - a. Average salary paid to new associate professors for 9 months: N/A
 - b. Average years of teaching experience of new associate professors: N/A
 - c. Minimum salary if were to be employed as public school teachers in Alabama: N/A
3. Professors with Doctorates First Employed for the 1999-2000 School Year:
 - a. Average salary paid to new professors for 9 months: N/A
 - b. Average years of teaching experience of new professors: N/A
 - c. Minimum salary if were to be employed as public school teachers in Alabama: N/A
4. Comparison to Salaries Paid to Non-Teacher Education Faculty with Doctorates:
 - a. Education assistant professors received N/A of the average salary of assistant professors not employed in teacher education.
 - b. Education assistant professors received N/A of the average salary of assistant professors not employed in teacher education.
 - c. Education assistant professors received N/A of the average salary of assistant professors not employed in teacher education.

ALABAMA

RULES
OF THE
STATE BOARD OF EDUCATION

CHAPTER 290-3-3
TEACHER EDUCATION

INSTRUCTIONAL SERVICES

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- 290-3-3-.56 State Department of Education, page 307.

290-3-3-.01 Definitions.

(1) **Approved Program.** A teacher education program offered by a college or university that has been formally approved by the State Board of Education.

(2) **Certification.** Issuance of certificates to persons who have successfully completed State Board of Education requirements.

(3) **Cooperating Teacher.** See qualifications for school faculty [rule .02(7)(d)].

(4) **Cultural Diversity.** The variety of cultural backgrounds of candidates, faculty, and school personnel based on ethnicity, exceptionalities, gender, language, race, religion, socioeconomic status, etc.

(5) **Educational Experience.** Teaching experience and instructional support experience, include full-time educational work in: (a) any state or local public school, regionally accredited postsecondary school, educational agency, or educational association; (b) an accredited, state registered, state-approved, and/or church-related nonpublic school; and (c) rehabilitation facilities for P-12 students. Educational experience as an intern, graduate assistant, student teacher or in positions such as substitute teacher, aide, or clerical worker, shall not be considered appropriate. Experience which is not categorized as any of the above shall be considered on an individual basis.

(6) **Field Experience.** Contacts with children, youth, and adults which are provided as a part of the instructional program available through observation, study of school situations, assisting in instruction, and actual teaching which contribute to the understanding and competence of the teacher education student.

(7) **Instructional Support Personnel.** Professional administrative and support staff of a school or school system--educational administrator, (superintendent, principal, supervisor, vocational administrator), library-media specialist, school counselor, school psychometrist, school psychologist, etc.

(8) **Intern Supervisor.** The person assigned by the college or university to supervise student interns.

(9) **Internship.** Full-time experiences of a teacher education student in schools culminating in the exercise of responsibility for the teaching role for which the student is preparing under the supervision of personnel from a public school system or regionally accredited private school and the institution of higher education in which the student is enrolled.

(10) **Major Area of Specialization.** The concentrated area of academic study as determined by a statement on the faculty member's doctoral transcript that indicates the area or the identification of 30 semester (45 quarter) hours of post-baccalaureate, graduate-level coursework appropriate to the area of primary assignment.

(11) **P (Pre-school).** Any level prior to kindergarten.

(12) **Practicum.** A unit of instruction in the field of specialization of the student which combines formal study and instruction with practical experience in the area of specialization.

(13) **Pre-service Education.** The academic and professional preparation which a prospective teacher must complete successfully before certification as a teacher.

(14) **Professional Studies.** A coordinated and integrated program of courses and experiences which includes methodology, curriculum, evaluation, reading, technology, and direct observation and participation in a variety of school settings.

(15) **Program Approval Process.** The procedures followed in determining whether teacher education programs meet approved rules.

(16) **Program Support.** Physical facilities, instructional equipment and materials, funds, etc., appropriate and necessary for the preparation of teachers.

(17) **Rules.** Requirements established by the Alabama State Board of Education for the preparation of teachers and instructional support personnel.

(18) **Teacher Education Program.** An organized set of learning experiences designed to help teachers and/or instructional support personnel acquire the knowledge and competence necessary for successful performance in a selected field of specialization.

(19) **Teacher Education Students.** College or university students enrolled in programs that have been designed for the preparation of teachers and other school personnel, the successful completion of which may lead to certification.

(20) **Teacher Education Unit (Unit).** The entity within the institution that is primarily responsible for the preparation of teachers and other school personnel.

(21) **Teacher Educator.** A person who teaches, supervises, or otherwise contributes to the preparation of teachers and/or instructional support personnel.

(22) **Teaching Field.** The component of the teacher education program that comprises a subject concentration or teaching area, e.g., hearing impaired, biology.

(23) **Upper-division Work.** Coursework designated by an institution of higher education to be at the junior or senior level of baccalaureate study.

(24) **Written Test (Written Examination).** Until a state test is in place, a comprehensive written test, required by the Alabama State Board of Education and developed by each institution of higher education, to be used for program completion and/or evaluation for certification.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.01.01 Effective Date. Chapter 290-3-3 as amended shall become effective July 1, 1997. Rules pertaining to program approval shall apply to teacher education programs reviewed July 1, 1997, and thereafter unless other implementation dates are specified elsewhere in this chapter.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 1-9-97 effective 7-1-97.

290-3-3-.02 College and University Requirements. Institutions shall be accredited by the Southern Association of Colleges and Schools to offer teacher education programs. Coursework and/or a degree accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Teacher Education and Certification Office. To provide a Class AA program in a secondary teaching field (excluding career/technical education) or art, music, or physical education, an institution shall also offer a non-teacher education master's degree in that discipline.

(1) **General Studies.** The teacher education unit shall ensure that candidates have completed general studies courses and experiences. The general studies shall

include courses and/or experiences in the humanities, social science, mathematics, and science. Students in the Class B and Alternative Fifth-Year programs in early childhood education or elementary education shall complete at least three mathematics and four science courses.

(2) **Teaching Field.** The teacher education unit shall ensure that teacher candidates attain academic competence in the content that they plan to teach. Institutions may elect to meet appropriate State Board of Education knowledge and ability rules for specific teaching fields, NCATE-affiliated specialty organization guidelines, or the guidelines of other national teaching field specific accrediting agencies.

(3) **Field Experiences.**

(a) The internships in Class B and Alternative Fifth-Year programs shall be full-time in the schools for at least twelve weeks, which should not be limited to one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least twenty days including at least 10 consecutive days. (Exceptions may be requested for placements in schools operating on nontraditional schedules.) For middle-level and secondary programs, the internship shall be divided between two teaching fields, if applicable. For P-12 programs, the internship shall be divided between early childhood/elementary and secondary grades. For early childhood programs, the internship shall include a pre-school or kindergarten placement unless substantial field experiences were completed at those levels. For elementary education programs, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels. In extenuating circumstances, the head of the unit may request a waiver from the State Superintendent of Education for the requirement to divide the internship.

(b) The advanced internship shall require at least 300 clock hours.

(c) The unit shall enhance the student's internship by maximizing the field experiences in the school(s) where the internship will be conducted.

(d) The head of the unit may request from the State Superintendent a waiver of the internship, except in educational administration, based on at least one full year of experience at the level(s) and in the teaching field or instructional support area.

(4) **Qualifications of Candidates.** The teacher education institution shall recruit, admit, and retain candidates who demonstrate potential for professional success in schools.

(a) A comprehensive system shall be used to assess the qualifications of candidates seeking admission. (See rule .04(3).)

1. The criteria for admission to initial teacher preparation programs are described in rule .04(3).

2. The criteria for admission to advanced programs shall include an assessment of academic proficiency, faculty recommendations, record of competence in professional work, and graduation from a regionally accredited college/university.

3. The admission procedures for post-baccalaureate initial preparation programs and advanced programs shall ensure that candidates have attained appropriate depth and breadth in both general and content studies.

(b) Admission decisions shall be monitored by the unit to ensure that the admissions criteria are applied.

(5) **Monitoring and Advising the Progress of Candidates.** The teacher education unit shall systematically monitor and assess the progress of candidates and shall ensure that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. One person shall be authorized to represent the unit as the certification officer who certifies to the State Department of Education that an applicant for a certificate has successfully completed the approved program for the certificate sought and is recommended for certification.

(6) **Ensuring the Competence of Candidates.** The teacher education unit shall ensure that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for certification. The unit shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization. The unit shall provide remediation at no cost to such individuals:

(a) who receive a composite score of less than 18 on the Alabama Professional Education Personnel Evaluation (PEPE) Program (or less than an equivalent score on a comparable evaluation system approved by the State Board of Education); and

(b) within 2 years of the valid date of the professional educator certificate, which was issued based on recommendation by the unit (in no case, shall the unit be required to provide redemption for more than the first two years of employment).

(7) **Faculty Qualifications.**

(a) The faculty specialist for each program shall possess an earned doctorate in the area of assignment, shall be a full-time employee of the institution, shall teach courses required in the program, and shall advise students seeking certification through program completion.

(b) Higher education faculty shall integrate computers and technology in their teaching and shall have had educational experiences in school setting(s) if they supervise interns.

(c) Professional education faculty shall have had recent experience in the early childhood/elementary/middle/secondary school(s), and shall participate on a re-occurring basis in the professional community and P-12 school(s), in addition to supervision of field experiences and internships.

(d) School faculty shall be certificated, shall hold at least a master's degree, shall have at least three years of educational experience in their field of specialization, shall be currently teaching classes in the intern's area(s) of specialization and shall model good professional practice.

(8) **Governance and Accountability of the Teacher Education Unit.** The teacher education unit shall have the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. The president of the institution shall designate the administrative head of the teacher education unit.

(a) Unless specified differently in other sections of this document, there shall be at least one specialist in each curriculum area for which a program leading to certification is offered who holds the doctorate with a major area of specialization in the curriculum area to which the faculty member is assigned or the equivalent (e.g., science education, social science, etc.). At the Class AA level, there shall be at least two specialists for each certification program.

(b) Demonstrated Need for a Program.

1. Institutions seeking approval of a new program at any level in a teaching or instructional support field shall demonstrate that there is a personnel need which is not being met. Factors to be taken in to account in determining the need for a program shall include the number of programs in the state already approved in the field of specialization, the number of students enrolled in these programs, the geographic distribution of such programs, and the estimated number of graduates needed annually to meet the demand.

2. Authorization by the State Board of Education shall be secured before a proposal for a new program is reviewed.

(9) Role of Institutions Regarding Alternative Certification Options.

Institutions responsible for the preparation of teachers and other school personnel shall inform all prospective candidates of the alternative routes to certification.

Author: Dr. Ed Richardson.

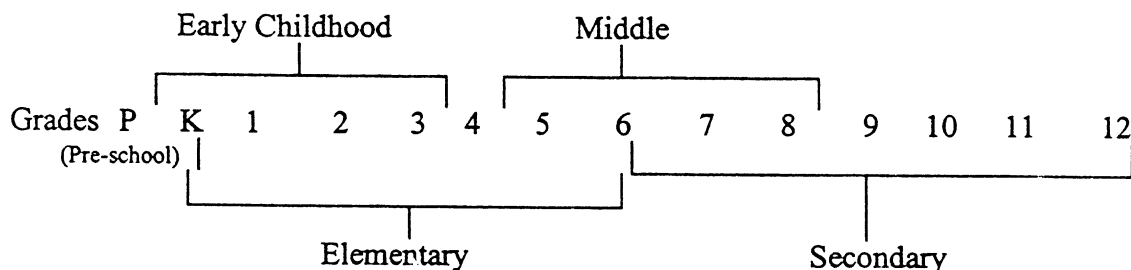
Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.03 Basic Programs.

(1) **Overview.** Formal preparation of educators occurs at two stages, basic and advanced. Successful completion of the basic program may qualify the student for Class B certification. Advanced programs are extensions of basic preparation and are divided into fifth-year (Class A) and sixth-year (Class AA) programs. Advanced programs differ from basic programs not in general purpose but in the competence they seek to develop.

(2) **Relationship of Teacher Preparation Programs and Grade Placement.**



Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-13-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.04 Professional Studies, Basic Programs.

(1) **Purpose and Rationale.** The purpose of a teacher education program shall be to prepare prospective teachers to select, implement, and evaluate diverse strategies and resources to provide early childhood, elementary, middle level, and secondary students with the skills and knowledge appropriate for the individual teaching fields.

(2) **Curriculum.** The professional studies component of each teacher education program shall include an internship and be designed to meet the following rules.

(a) With regard to learning and motivation, the prospective teacher shall demonstrate:

1. Knowledge of:
 - (i) Levels of readiness in learning and different learning styles;
 - (ii) Expected developmental progressions in the physical, social, emotional, aesthetic, and cognitive domains;
 - (iii) How to stimulate critical thinking and problem solving;
 - (iv) Language development and the role of language in learning;
 - (v) How to help students become self-motivated;
 - (vi) How groups influence individuals, and how individuals influence groups in a democratic society;
 - (vii) How to help individuals work productively and cooperatively with others; and
 - (viii) How to develop a print- and language-rich classroom that fosters interest and growth in all aspects of literacy.

2. Ability to:

- (i) Incorporate students' misconceptions, ideas, and experiences as a basis for planning instructional activities and use students' inquisitiveness to develop inquiry, problem solving, and critical and creative thinking skills;

(ii) Use motivational strategies to promote student learning and increase student self-esteem; and

(iii) Stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.

(b) With regard to student diversity, the prospective teacher shall demonstrate:

1. Knowledge of:

(i) Areas of exceptionality in learning and indicators of the need for special education services, as well as policies and procedures to be followed in referring students for special education services and/or to community agencies for assistance;

(ii) How students' learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and conditions;

(iii) How to model, teach, and integrate multicultural awareness, acceptance, and appreciation and how to obtain and use information about cultural and community diversity as resources for instruction; and

(iv) How to teach students whose first language is not English.

2. Ability to:

(i) Create a learning climate in which individual differences are respected;

(ii) Implement developmentally appropriate instruction for diverse learners;

(iii) Demonstrate a sensitivity to diversity, including cultural and gender differences and unique needs of exceptional students; and

(iv) Access school, community, state, and other resources and referral services.

(c) With regard to curriculum and instructional delivery, the prospective teacher shall demonstrate:

1. Knowledge of:

(i) The state course(s) of study applicable to his/her teaching field(s) and how his/her teaching field(s) relates to other teaching fields;

(ii) How to plan instruction based on curriculum goals/objectives and students' experiences;

- (iii) Advantages and limitations associated with various instructional strategies;
 - (iv) When and how to adjust plans based on student responses and other contingencies;
 - (v) How to use a wide variety of school and community materials and human and technological resources;
 - (vi) Classroom environments and instruction that develop and extend students' competence in reading, writing, speaking, and listening;
 - (vii) Assessment tools to monitor the acquisition of reading strategies, improve reading instruction, and identify students who require additional instruction; and
 - (viii) How to encourage students' use of technology as a learning tool.
2. Ability to:
- (i) Establish curriculum goals and objectives that use the state course(s) of study applicable to his/her teaching field(s) and textbooks currently used in the schools to plan and teach;
 - (ii) Plan learning opportunities appropriate for students learning styles, including interdisciplinary instruction;
 - (iii) Evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching;
 - (iv) Use a variety of current materials, technologies and media (e.g. Alabama Virtual Library; audio-visual technology, computers, video tapes and disks, print and non-print resources);
 - (v) Encourage students to recognize, question, and interpret ideas from a variety of perspectives;
 - (vi) Organize, use, and monitor a variety of student groupings for instruction;
 - (vii) Model appropriate verbal and written communication;
 - (viii) Use effective nonverbal communication and respond appropriately to nonverbal cues from students;
 - (ix) Adjust short-range and long-range plans based on the assessment of students' needs and performance;
 - (x) Select teaching resources and curriculum materials appropriate for students with diverse backgrounds and reading skills; and
 - (xi) Vary teaching roles such as instructor, facilitator, coach, and listener.
- (d) With regard to classroom management, the prospective teacher shall demonstrate:
- 1. Knowledge of:
 - (i) Effective classroom and behavior management techniques and how to discipline students; and
 - (ii) School emergency response, juvenile law, and nonviolent conflict resolution.
 - 2. Ability to:
 - (i) Encourage students to assume increasing responsibility for themselves and promote each others' learning;
 - (ii) Organize, allocate, and manage the resources of time, space, and activities;
 - (iii) Communicate optimal expectations for each student; and
 - (iv) Use appropriate classroom/behavior management and discipline techniques.
- (e) With regard to assessment, the prospective teacher shall demonstrate:
- 1. Knowledge of:
 - (i) Characteristics, uses, advantages, and limitations of different types of assessments;

(ii) How to select, construct, and use a variety of appropriate assessment strategies;

(iii) Measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results; and

(iv) How to evaluate one's performance as a teacher.

2. Ability to:

(i) Design and use a variety of formal and informal assessment techniques to plan instruction, modify teaching, and measure and report student progress related to curriculum objectives; and

(ii) Use classroom observation, student response, and research as sources to evaluate students learning and revise practice.

(f) With regard to professional development and responsibilities, the prospective teacher shall demonstrate:

1. Knowledge of:

(i) Current educational issues and trends;

(ii) Professional literature, research, organizations, and other resources for continuing professional development;

(iii) Schools as organizations within the larger community and the operation of local schools, including basic knowledge of employment practices, finance, law, and governance;

(iv) Laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws;

(v) The importance of keeping accurate records, especially those related to federal, state, and district policies, and other records with legal implications; and

(vi) Appropriate professional behavior.

2. Ability to:

(i) Seek out best practices, professional literature, and collegial assistance to improve as a teacher and a learner;

(ii) Communicate and collaborate effectively with colleagues, parents, guardians, and significant agency personnel;

(iii) Encourage the involvement of parents/guardians in educating their children;

(iv) Teach and conduct other professional activities in an ethical manner consistent with the requirements of law, rules, regulations, policies and procedures;

(v) Use confidential student information in a professional manner; and

(vi) Articulate a personal philosophy and its relationship to teaching practices.

(3) Admission to Teacher Education.

(a) Admission to college does not qualify a student for admission to teacher education.

(b) The college or university shall have clearly defined criteria for admitting students to teacher education which include the following:

1. A formal written application for admission to professional studies.

2. Minimum grade point average (GPA) of at least 2.50 overall, in professional studies, and in the teaching field. (Note: In this document, all GPA requirements pertain to calculations on a 4-point scale. Appropriate adjustments shall be made for other scales.)

3. A passing score on the Alabama Basic Skills Test.

4. Satisfactory interviews designed to provide information on the applicant's personality, interests, and aptitudes consistent with the requirements for successful teaching.

5. Experiences in the schools, designed to assist the student in making a wise career choice, shall be required as a part of the process of selection and admission to teacher education.

(c) A student who fails to meet the criteria described above upon initial application may, consistent with institutional policy, take further work and repeat required examinations in an effort to meet admission standards.

(d) Program Admission. Each institution shall establish and enforce a policy which specifies when admission criteria must be met by the student before he or she is admitted to the program. This policy shall be submitted to the Teacher Education and Certification Office of the State Department of Education.

(4) **Completion**. The following minimum requirements shall be met to qualify for Class B certification:

(a) Satisfactory completion of a state approved program with at least a 2.50 GPA overall, in the teaching field, and in professional studies with no grade below a "C" in professional studies.

(b) Earn a passing score on a comprehensive written test required by the Alabama State Board of Education.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Code §§16-3-16 and 6-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; amended 6-1-94; repealed and adopted new 1-9-97 effective 7-1-97; amended 12-9-99 effective 1-13-00.

290-3-3-.05 Early Childhood Education (Grades P-3).

(1) **Proper Certification**. Holders of an early childhood certificate are properly certificated to teach children from birth through grade 3.

(2) In addition to meeting rule .04, the early childhood education curriculum shall include a teaching field of at least one-third upper-division coursework and shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Techniques for using manipulative materials and play as instruments for enhancing development and learning.

2. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

3. The components of a comprehensive, researched-based, effective reading program.

4. Diagnostic tools to use in monitoring the acquisition of reading skills, improve reading instruction, and identify students who require additional instruction.

5. Academic knowledge and methods to plan and provide a developmentally appropriate curriculum for early childhood students in accordance with Alabama Kindergartens and Alabama courses of study for health education including nutrition and safety; language arts including writing and spelling; mathematics; music; physical education including movement; reading; sciences; social sciences; and visual and performing arts.

6. Democracy, democratic institutions, values, and behavior which will foster respect for self and others.

7. Various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including, appropriate intervention methods for students with special needs, interdisciplinary instruction, flexible grouping patterns, and strategies for facilitating cooperative and independent learning, study skills and decision-making skills.

8. Criteria to be used in selecting, organizing, and evaluating available space, resources, experiences, and equipment appropriate to the divergent components of the early childhood education curriculum.

9. How to involve families in planning for and assisting with their children's reading development.

10. The phonology and grapheme-phoneme correspondences of the English spelling system.

11. Effective early reading instruction and practices including those identified in the "Beginning Reading" section of the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

(b) Ability to:

1. Use manipulative materials and play as instruments for enhancing development and learning.

2. Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in preschool and elementary-aged children.

3. Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.

4. Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.

5. Respond to children at the appropriate developmental level.

6. Work effectively with children at both the preschool/kindergarten level and in the primary grades over an extended period of time.

7. Select appropriate research-based strategies and materials to meet the needs of struggling readers.

8. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

9. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

(3) **Faculty.** The faculty shall consist of at least three full-time persons with doctorates and with educational experience in grades P-3. At least one faculty member shall have a major specialization in early childhood education and one in reading.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; amended 12-9-99 effective 1-13-00.

290-3-3-.06 Elementary Education (Grades K-6).

(1) In addition to meeting rule .04, the elementary education curriculum shall include a teaching field of at least one-third upper-division coursework and shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. The components of a comprehensive, researched-based, effective reading program.

2. Diagnostic tools to use in monitoring the acquisition of reading skills, improve reading instruction, and identify students who require additional instruction.

3. Techniques for using manipulative materials and play as instruments for enhancing development and learning.

4. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

5. Academic knowledge and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with Alabama Kindergartens and Alabama courses of study for health education including nutrition and safety; language arts including writing and spelling; mathematics; music; physical education including movement; reading; sciences; social sciences; and visual and performing arts.

6. Democracy, democratic institutions, values, and behavior which will foster respect for self and others.

7. Various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including, appropriate intervention methods for students with special needs, interdisciplinary instruction, flexible grouping patterns, and strategies for facilitating cooperative and independent learning, study skills and decision-making skills.

8. The phonology and grapheme-phoneme correspondences of the English spelling system.

9. Effective early reading instruction and practices including those identified in the "Beginning Reading" section of the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

10. Effective instruction and practices including those identified in the "Expanded Reading Power" section of the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

11. Criteria to be used in selecting, organizing, and evaluating available space, resources, experiences, and equipment appropriate to the divergent components of the elementary education curriculum.

12. Alternative patterns of elementary school organization.

13. Approaches to knowledge construction and application in all disciplines.

14. How to involve families in planning for and assisting with their children's reading development.

(b) Ability to:

1. Use manipulative materials and play as instruments for enhancing development and learning.

2. Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children.

3. Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.
4. Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles.
5. Respond to children at the appropriate developmental level.
6. Teach health education, language arts, mathematics, music, physical education, reading, science, social sciences, and visual and performing arts.
7. Work effectively with children in kindergarten, primary and upper elementary grades over an extended period of time.
8. Select appropriate research-based strategies and materials to meet the needs of struggling readers.
9. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.
10. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

(2) **Faculty.** The faculty shall consist of at least three full-time persons with doctorates and with educational experience in grades K-6. At least one faculty member shall have a major specialization in elementary education and one in reading.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; amended 12-9-99 effective 1-13-00.

290-3-3-.07 Middle-Level Teaching Options (Grades 4-8).

(1) Curricula.

(a) Teaching-Field Specific Option. In addition to meeting rules .04 and .07(1)(c), each program shall meet the curriculum requirements of two single or one comprehensive 6-12 teaching field, as prescribed in rules .09 through .22.

(b) General Option. In addition to meeting rules .04 and .07(1)(c), the curriculum to prepare the middle-level generalist shall include a teaching field of at least one-third upper-division coursework and shall provide the teacher with the following knowledge and ability:

1. Knowledge. The prospective middle-level generalist shall demonstrate knowledge of language arts, mathematics, science and social science that includes:

(i) Essential knowledge in each area as prescribed in the Alabama courses of study for students in grades 4-8; and

(ii) Content and methods to plan and provide a developmentally appropriate curriculum for middle-level students in accordance with Alabama courses of study and other appropriate resources such as curriculum guides.

2. Ability. The prospective middle-level generalist shall demonstrate ability to teach language arts, mathematics, science, and social science to middle-level students.

(c) Requirements Applicable to the Teaching-Field Specific and the General Options. The prospective middle-level teacher shall demonstrate:

1. Knowledge of:

(i) Needs of middle-level students and requirements for effective middle-level schools;

(ii) Middle-level school philosophy and curriculum;

- (iii) Appropriate strategies for providing instruction in reading, both developmental and remedial;
- (iv) Adaptive practices to meet the needs of adolescents;
- (v) The advisor role of the middle-level teachers;
- (vi) Strategies for planning and providing educational experiences to prepare young adolescents for life;
- (vii) A wide range of enrichment, exploratory, and interest-based activities and courses;
- (viii) Methods of easing the transitions from the early childhood/elementary level to the middle level and from the middle level to the secondary level;
- (ix) Opportunities for young adolescents to think critically, develop healthy lifestyles, and be productive citizens;
- (x) The writing process including the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum;
- (xi) Effective instruction and practices including those identified in the "Expanded Reading Power" section of the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.
- (xii) Content-specific reading strategies; and
- (xiii) How to involve families in planning for and assisting with their children's reading development.

2. Ability to:

- (i) Plan and implement adaptive practices to meet the needs of adolescents including students with special needs;
- (ii) Plan and provide educational experiences that will prepare young adolescents for life;
- (iii) Plan, implement, and evaluate a wide range of enrichment, exploratory, and interest-based activities and courses;
- (iv) Provide opportunities for young adolescents to think critically, develop healthy lifestyles, and be productive citizens;
- (v) Plan and implement appropriate strategies for providing instruction in reading, both developmental and remedial;
- (vi) Teach students to apply discipline-specific reading and writing strategies in all content areas;
- (vii) Teach the writing process including the stages of prewriting, drafting, revising, editing, and publishing and writing across the curriculum; and
- (viii) Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

(2) Middle-Level Endorsement.

(a) Students completing an elementary education program who wish to extend upward or add to their preparation to include the possibility of placement in grades 7 and 8 may obtain a middle-level endorsement by completing the following requirements:

- 1. Meet the curriculum requirements of a 6-12 teaching field, as prescribed in rules .10 through .22;
- 2. Demonstrate knowledge and ability prescribed in rules .07(1)(c)1. and 2;
- 3. Complete a 100-clock-hour internship in grade 4, 5, 6, 7, or 8 unless the student completed either an internship or a year of teaching in grade 4, or 5, or 6.

(b) Students completing a secondary education program who wish to extend or add to their preparation to include the possibility of placement in grades 4 or 5 may obtain a middle-level endorsement by completing an approved program consisting of the following:

1. Demonstrate the knowledge and ability prescribed in rules .07(1)(c)1. and 2; and
2. Complete a 100-clock-hour internship in grade 4, 5, 6, 7, or 8 unless the student completed either an internship or a year of teaching in grade 6, or 7, or 8.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99; amended 12-9-99 effective 1-13-00.

290-3-3-.08 Secondary Teaching Options (Grades 6-12).

- (1) The prospective secondary teacher may select one of three options:
 - (a) A comprehensive teaching field in English language arts, general science, or general social sciences;
 - (b) One or more single teaching fields in a secondary subject area(s); or
 - (c) A single teaching field in an area of career/technical education.
- (2) At least one-third of the teaching field shall be upper-division work.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.09 Driver and Traffic Safety Education.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective driver and traffic safety education teacher shall provide the teacher with the following knowledge and ability:

- (a) Knowledge of:
 1. The effects of alcohol and other drugs on motor vehicle operators, bicyclists, and pedestrians;
 2. The importance of various types of safety restraining devices;
 3. Rules of the road to include local ordinances and state traffic laws;
 4. Basic and advanced driving maneuvers and defensive driving techniques;
 5. Special population groups including students with impairments;
 6. Motorcycles and motor-driven cycles;
 7. Traffic signs, signals, and highway markings;
 8. Techniques for handling driving emergencies;
 9. Operation of motor vehicles on urban, rural, and limited-access highways;
 10. How to economize in purchasing and operating motor vehicles; and
 11. The components of a two, three, and four phase driver education program;
- (b) Ability to:
 1. Plan and implement driver and traffic safety education lessons, units and general programs for the beginning driver and special population groups; and
 2. Present controversial issues in a non-judgmental manner and lead students in a discussion of those issues.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14.(1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.10 English Language Arts.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective English language arts teacher shall include courses in English including grammar and composition; reading; speech; drama or theatre; and journalism. The teaching field shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Language including history and grammatical systems; acquisition and development; standard American English, to include clarity of enunciation and expression; and regional and ethnic dialects as expressions of cultural diversity in America.

2. The writing process including the stages of prewriting, drafting, revising, editing, and publishing, and the role of writing across the curriculum.

3. The impact of purpose, occasion, and audience on written and spoken discourse.

4. Literature including theories and methods of literary analysis and classical and contemporary American, English, and world literature including literature for youth/adolescents, works by female and minority authors, works of theory and criticism, and the short story, novel, poetry, drama, and the essay.

5. Effective listening techniques.

6. Speech communication and theater including basic concepts; the process of oral communication including activities such as improvisation, acting, speech, group discussion, directive communication, storytelling, creative drama, and argument; the impact of communication media upon society; theatrical production and performance; the role of communication in resolving conflicts; and the role of speech across the curriculum.

7. Journalism including basic principles; the relationship between nonprint and print media and between media and other aspects of culture; processes of producing print and non-print journalistic media; ethical, moral, and legal rights and responsibilities of journalists; and the potential political, economic, social, and cultural impact of journalism.

8. Appropriate communication tasks consistent with the developmental levels of students and the inter-relatedness of listening, speaking, reading, and writing.

9. Reading including the process and the role of reading across the curriculum; the relationship between the purposes for and the techniques of reading; and strategies for improving reading and writing skills.

10. Strategies that enable students to read fluently at grade level and to be able to learn from reading.

(b) Ability to:

1. Promote language acquisition and development.

2. Direct a variety of speech and theatre activities.

3. Teach journalism including how to produce magazine and newspaper layout; develop copy and/or story board for radio and television production; apply techniques of advertising, reporting, and editing; and use current and emerging technology in the production of print and nonprint journalism.

4. Teach standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity.
5. Incorporate a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication.
6. Select appropriate reading materials for students based on interests, abilities, and grade level and encourage student interest in reading for knowledge and pleasure.
7. Interrelate the teaching of listening, speaking, reading, and writing using a variety of instructional activities.
8. Use group interaction for collaborative learning in the language arts (e.g., discussion, debate, creative problem-solving, composition, drama, reading, improvisation).
9. Teach students to explore and relate personal experiences and develop interpretations.
10. Teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse.
11. Teach students to structure and expand ideas into coherent writing.
12. Teach the writing process including the stages of prewriting, drafting, revising, editing, and publishing.
13. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.
14. Teach students to apply discipline-specific reading and writing strategies in all content areas.
15. Select appropriate research-based strategies and materials to meet the needs of struggling readers.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 12-9-99 effective 1-13-00.

290-3-3-.11 Foreign Languages.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective foreign language teacher (for grades 6-12 or P-12) shall provide the teacher with the following knowledge and ability:

(a) Modern Languages and Latin.

1. Knowledge of:

(i) The phonology, orthography, morphology, vocabulary, and syntax of the target language.

(ii) The nature of language acquisition and its implications for language teaching as related to the characteristics and needs of students.

(iii) The target societies, including the daily life, customs, and cultural patterns; the geography, history, social structure, and technological contributions; and the major literary and artistic masterpieces and their relationship to the historical and social context of the target society.

(iv) Student organizations and extracurricular activities.

2. Ability to:

(i) Use appropriate phonology, orthography, morphology, vocabulary, and syntax.

(ii) Communicate a rationale for the target language study.

(b) Modern Foreign Languages.

1. Knowledge of:

(i) The target language by listening to and understanding a proficient speaker, speaking at a normal conversational tempo, reading and comprehending general materials, and writing general, non-technical prose.

(ii) The historical and current role of foreign language study as a basis for participating in a multicultural society and strategies for increasing cultural knowledge and cross-cultural understanding.

(iii) Strategies for teaching and evaluating target language skills with appropriate attention to the integration of the foreign language skills.

2. Ability to:

(i) Listen to, read, and comprehend main ideas and most details in connected discourse in the target language; speak proficiently; and write general, non-technical prose.

(ii) Discuss the target societies including the daily life, customs, and cultural patterns; the geography, history, social structure, and technological contributions; and the major literary and artistic masterpieces.

(iii) Use a variety of strategies and techniques to teach and evaluate: cultural knowledge; cross-cultural understanding; and the integrated skills of listening with comprehension, speaking, reading, and writing.

(iv) Organize/sponsor language-related student groups and extracurricular activities.

(c) Latin.

1. Knowledge of:

(i) Common Greek and Latin roots, the Greco-Roman influence on the development of the Romance languages and English and on the Western world and contemporary society.

(ii) The principal similarities and differences between Latin and English.

2. Ability to:

(i) Identify and explain the principal similarities and differences between Latin and English.

(ii) Read aloud a variety of Latin prose and poetry using classical pronunciation and ecclesiastical pronunciation.

(iii) Show the impact of Greco-Roman culture on Western culture and contemporary society.

(iv) Read for comprehension, translate from English to Latin and from Latin into literal and idiomatic English, and interpret critically prose and poetry commonly taught in the Latin curriculum of the school.

(v) Present strategies for the infusion of classical languages and civilization into the general school curriculum.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.12 Health Education.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective health education teacher shall provide the teacher with the following knowledge and ability:

- (a) Knowledge of:
1. The concept of total health and the effects of lifestyle on total health, including health decision-making and factors influencing health behavior;
 2. The effects on health and behavior of chemical substances, including prescription drugs, over-the-counter drugs, street drugs, alcohol, and tobacco;
 3. Human anatomy and physiology and the benefits of physical fitness;
 4. Nutrition and weight control, including anorexia nervosa and bulimia;
 5. Communicable diseases and their prevention;
 6. Chronic, inherited, and disabling diseases and their prevention or management;
 7. Environmental and community health;
 8. Physical, social, and emotional aspects of human sexuality;
 9. Family relationships, including teen pregnancy and parenting skills;
 10. Health as it relates to aging and dying;
 11. Stress management, coping skills, and promotion of positive mental health;
 12. Consumer health, including health services, health information sources, health insurance, health products, and quackery;
 13. Safety, first aid, and emergency medical services, including CPR;
 14. The components of a comprehensive school health program;
 15. The relationship between the cultural backgrounds of students and their health attitudes and behavior;
 16. Techniques for assessing individual and community needs for health education and methods for coordinating health education services;
 17. How to interpret the purposes, theories, concepts and processes of health education to individuals, groups, and organizations; and
 18. Current trends, issues, and problems in health, including AIDS.
- (b) Ability to:
1. Assess individual and community needs for health education and evaluate student health needs, knowledge, interests, attitudes, and behavior;
 2. Present controversial issues in a nonjudgmental manner and lead students in a discussion of those issues;
 3. Coordinate the provision of health education services by developing a plan; facilitating cooperation among program personnel and collaboration among health agencies and organizations; and organizing professional development programs for teachers, volunteers, and others; and
 4. Communicate health education needs/concerns and act as a resource person.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.13 Mathematics.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective mathematics teacher shall provide the teacher with the following knowledge and ability:

- (a) Knowledge of:
1. Basic concepts of arithmetic; algebra; elementary and trigonometric functions; Euclidean and non-Euclidean geometry; analytic geometry; integral and differential calculus; probability; statistics; linear and abstract algebra; discrete mathematics; and computers.

2. Concepts of number (such as equivalency, greater than, and less than), number theory, and number systems, and computational algorithms, including estimation and approximation.
 3. The intellectual, historical, philosophical and sequential nature of mathematics and the interrelated nature of the various branches of mathematics.
 4. Various problem-solving strategies, including reading the problem, interpreting the problem, writing/using appropriate mathematical models, solving the problem, and reflecting on the reasonableness of the answer; working problems backwards; and estimating, making predictions, and checking.
 5. Spatial relationships.
 6. Mathematics vocabulary and symbols and mathematics as the basic language of science and the relationship of mathematics to emerging technologies.
 7. The role, nature, and limitations of calculators and computers as tools in solving problems.
 8. Computer applications sufficient to be able to evaluate, modify, and/or use available programs to solve problems.
 9. Technological advances that affect the teaching of mathematics, such as calculators, computers, satellite classes, video taping, and videodiscs.
 10. A variety of teaching strategies to address the needs of students, including the value of concrete models to assist with the development of mathematical concepts; methods of making the transition from concrete to abstract learning; and tools to enhance classroom discourse, i.e. speaking and writing mathematics.
 11. A mathematics curriculum that integrates mathematical concepts across mathematics courses and in other disciplines such as art, music, language arts, natural and physical sciences, social sciences, and business.
 12. Co-curricular activities, such as mathematics tournaments and clubs.
- (b) Ability to:
1. Use fundamental mathematical operations, algorithms, and measurements essential to teaching the full range of secondary mathematics;
 2. Construct logical arguments for mathematical statements that are consistent within an axiomatic framework;
 3. Use language and symbols of mathematics accurately in communications;
 4. Use a variety of manipulative and visual materials to help students explore and develop mathematical concepts;
 5. Use estimation and approximation skills and assess the reasonableness of solutions to problems;
 6. Use technology in problem solving and in exploring mathematical concepts;
 7. Present and interpret data in graphical form;
 8. Develop concrete models of mathematical concepts; use concrete models to develop algorithms; and select or create appropriate mathematical models to solve problems in mathematics and in other disciplines;
 9. Use technology and other resources to enhance the teaching of mathematics and to promote students' understanding of mathematical concepts; and
 10. Integrate problem-solving strategies learned in mathematics into the solution of problems encountered in daily living.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.14 Sciences. In addition to meeting rule .04, programs to prepare the prospective science teacher shall meet the target science rules (rules .15 through .18).

(1) **Curriculum**. The teaching field to prepare the prospective science teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Scientific facts and the history, principles, issues, generalizations, and laws of the target science, contributions from different countries and cultures to the knowledge of science, and the relationship of each science to the other sciences and their implications and applications.
2. The methods of science and scientific inquiry and the ethical, technological, and environmental implications of the target science.
3. Measurement, mathematics (at least to the pre-calculus level for general science and biology, calculus for chemistry, and calculus and differential equations for physics), and statistics, and the use of technology in scientific investigations.
4. Procedures for organizing and administering a science laboratory, including health and safety procedures, purchase and control of supplies, proper disposal of waste materials, and proper care of instruments and laboratory equipment, and how to conduct laboratory demonstrations and field activities, investigate scientific phenomena, interpret findings, and communicate them to others.
5. The role and implications of the target science for daily living and techniques for addressing global and ethical issues in science.
6. Media and technology applications for instruction, including the use of microcomputers and emerging technology.
7. Types of school and community resources for the target science program.

(b) Ability to:

1. Investigate scientific phenomena, interpret findings, and communicate them to others.
2. Address global and ethical issues in the target science and apply scientific processes to the solution of problems encountered in daily activities.
3. Organize, coordinate, and maintain the target science classroom, laboratory and field activities, emphasizing safety at all times.
4. Set up and conduct laboratory demonstrations, experiments, and field activities and use the local environment to supplement laboratory activities.
5. Inform students about career opportunities in science and technology.
6. Apply contemporary research findings, as well as the major concepts of the other sciences, to the teaching of the target science.
7. Use media and appropriate instructional technologies.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.15 General Science.

(1) **Curriculum**. In addition to meeting rules .04 and .14, the curriculum to prepare the prospective general science teacher shall include courses in biology, chemistry, earth and space sciences, and physics. The teaching field shall provide the teacher with:

- (a) Knowledge of:
 - 1. Biology content, including:
 - (i) Theories of the origin and development of life, living processes, and the interdependency of organisms;
 - (ii) Significant biological phenomena as they appear in microorganisms, plants, and animals, and the relation of these phenomena to the broad areas of biology, including genetics, physiology, and ecology;
 - (iii) The interrelationships of living organisms with their environment; and
 - (iv) The characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution, and systematics.
 - 2. Chemistry content, including fundamental principles of chemistry and the origin, structure, composition, classification, and inter-relatedness of matter.
 - 3. Earth and space sciences content, including:
 - (i) Physical characteristics of the earth and the forces which affect those characteristics;
 - (ii) Earth's atmospheric makeup and weather and their implications for organisms;
 - (iii) The universe, the solar system, space, and space exploration; and
 - (iv) The nature of the physical environment and the importance of conservation.
 - 4. Physics content, including:
 - (i) Energy and matter (including their conservation), motion, mechanics, sound, light, heat, electricity, magnetism, radiation, atomic structure, nuclear phenomena, and their interrelationships; and
 - (ii) Basic principles of classical, atomic, and nuclear physics.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.16 Biology.

(1) **Curriculum.** In addition to meeting rules .04 and .14, the curriculum to prepare the prospective biology teacher shall provide the teacher with:

- (a) Knowledge of:
 - 1. Theories of the origin and development of life, living processes, and the interdependency of organisms;
 - 2. Significant biological phenomena as they appear in microorganisms, plants, and animals, and the relation of these phenomena to the broad areas of biology, including genetics, physiology, and ecology;
 - 3. The characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution, systematics, and the interrelationships of living organisms with their environment; and
 - 4. Chemistry and environmental science.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.17 Chemistry.

(1) **Curriculum.** In addition to meeting rules .04 and .14, the curriculum to prepare the prospective chemistry teacher shall provide the teacher with:

(a) Knowledge of:

1. The origin, structure, and composition of matter, its reactions, and the energy changes that accompany those reactions;
2. The periodic law and structural implications/applications of the periodic table; and
3. Organic and inorganic chemistry, analytical chemistry, physical chemistry, and biochemistry.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.18 Physics.

(1) **Curriculum.** In addition to meeting rules .04 and .14, the curriculum to prepare the prospective physics teacher shall provide the teacher with:

(a) Knowledge of:

1. Energy, matter, motion, mechanics, sound, light, heat, electricity, magnetism, radiation, atomic structure, nuclear phenomena, and their interrelationships; and
2. Basic principles of classical, atomic, and nuclear physics.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.19 Social Sciences. In addition to meeting rule .04, program to prepare the prospective social science teacher shall meet the target social science rules (rules .20 through .22).

(1) **Curriculum.** The teaching field to prepare the prospective social science teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science.

(b) Ability to interrelate social science concepts and teach the target social science from an interdisciplinary perspective.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.20 General Social Science.

(1) **Curriculum.** In addition to meeting rules .04 and .19, the curriculum to prepare the prospective general social science teacher shall include courses in history, political science, economics, geography, sociology, and psychology. The teaching field shall provide the teacher with:

(a) Knowledge of:

1. Historical themes concerning the origin and evolution of the United States, the state and region, Western civilization, and non-Western civilization in a chronological setting;
2. American federal, state, and local governments; domestic and international issues facing the United States; governments of other nations; and basic characteristics of international relations;
3. The five basic themes of geography (location, place, relationships within places, movement, and regions) in the shaping of the state, the United States, other Western and non-Western cultures and societies;
4. The importance of micro- and macro-economics in the shaping of United States, other Western, and non-Western cultures and societies;
5. Human behavior and social relationships; and
6. The interrelationships of economic, political, social, psychological, and technological forces in the shaping of societies and cultures.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90 effective 2-1-91.

290-3-3-.21 Geography.

(1) **Curriculum.** In addition to meeting rules .04 and .19, the curriculum to prepare the prospective geography teacher shall provide the teacher with knowledge of the five basic themes of geography:

- (a) Location--the position of people and places on earth described in absolute and relative terms;
- (b) Place--the distinctive human and physical characteristics of a place;
- (c) Relationships within places--the human role in the use of the earth and in changing the earth;
- (d) Movement--the movement and diffusion of humans on earth; and
- (e) Regions--the basic unit of geographic study which is the grouping of areas which display unity in terms of selected criteria.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90 effective 2-1-91.

290-3-3-.22 History.

(1) **Curriculum.** In addition to meeting rules .04 and .19, the curriculum to prepare the prospective history teacher shall provide the teacher with:

- (a) Knowledge of:
 1. The origin and historical development of contemporary United States, other Western, and non-Western cultures in a chronological and spatial setting;
 2. The interrelationship of economic, political, social, psychological, and technological forces in the shaping of societies and cultures;
 3. Historical themes concerning the origin and evolution of Western civilization, including evolution of political institutions, religious movements, and population displacement;
 4. Historical themes concerning the origin and evolution of the United States, including constitutional government, immigration, America, and the world;

5. Historical themes concerning the origin and evolution of the state and region, including economic change, social and political conflict and change, role of the state in regional interdependence; and

6. Historical themes concerning the origin and evolution of non-Western civilization, including patterns of social and political development, cultural diffusion, conflict, and cooperation.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90 effective 2-1-91.

290-3-3-.23 Career/Technical Education (formerly Vocational Education).

(1) **Curriculum.** In addition to meeting teaching field-specific knowledge and ability rules, the curriculum shall provide every prospective career/technical teacher with the following knowledge and ability:

(a) Knowledge of:

1. The history, philosophy, principles, and objectives of career/technical programs, including trends and issues affecting curriculum;

2. The organization, management, and evaluation of career/technical programs;

3. The Alabama course of study for his/her career/technical area and curriculum guidelines;

4. Teaching techniques as applied to career/technical programs;

5. Principles and procedures for planning and conducting and evaluating a cooperative career/technical program; conducting job analysis to be used in planning and evaluating; utilizing community resources; working with advisory committees; and collecting and using data in planning and evaluating.

6. Principles and practices associated with establishing and maintaining a business.

7. Principles and practices associated with business/industry certification of career/technical education programs.

(b) Ability to:

1. Sponsor career/technical student organizations and prepare students to develop leadership skills and enhance career objectives;

2. Design career/technical instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds, including those who are disadvantaged, at risk, or have disabilities;

3. Apply mathematics, science, and communications concepts in the workplace;

4. Organize, manage, and maintain classroom and laboratory facilities using proper safety procedures;

5. Organize and conduct activity-oriented laboratory instruction in order to reinforce abstract concepts; adhere to applicable specifications and codes; and emphasize and reinforce applicable safety practices and procedures;

6. Recruit students based upon assessment of needs and interests; and

7. Assist students to acquire work ethics and employability skills.

(2) **Faculty.** Career/technical education is a broad and complex area that requires a specialist in each teaching field.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14, (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.24 Agriscience Technology Education.

(1) **Curriculum.** In addition to meeting rules .04 and .23, the curriculum to prepare the prospective agriscience technology education teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Animal sciences, including classification, anatomy and physiology, nutrition, and reproduction.

2. Horticulture, including: greenhouse management techniques and practices for horticultural crops, turf establishment and maintenance to include recreational usage, landscape design, establishment and maintenance.

3. Agronomy and soils, including fertilizers and their applications and soil management practices.

4. Agricultural economics, including marketing agricultural products; and international trade.

5. Agricultural mechanics, including agricultural power equipment; and agricultural structures.

6. Forestry, including: plant taxonomy, forest management practices, and wildlife and recreation management.

7. Agricultural and environmental issues, including scientific method, and environmental laws.

8. Aquaculture, including species selection; water management; production and management techniques; and marketing.

9. Professional growth and development, including leadership development; career opportunities; employability skills; and technological advancements.

10. Computers, including application to agriscience situations.

11. Mathematics and science concepts integrated into agriscience technology.

(b) Ability to:

1. Identify and select quality livestock animals.

2. Perform greenhouse management practices, design, establish and maintain turf for recreational usage.

3. Classify soils according to texture, structure, color, and composition for soil maintenance and interpret soil test data.

4. Analyze problems, perform routine maintenance jobs, and make minor repairs on agricultural power equipment, and rough-in agricultural structures which include wiring, and plumbing according to specifications and codes.

5. Determine water quality for aquaculture species.

6. Use computer software applicable to agriscience situations.

7. Teach mathematics and science concepts integrated into agriscience technology education curriculum.

(c) Demonstrate occupational competency in an off-farm agriscience technology work experience.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975)

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.25 Business Education.

(1) **Curriculum.** In addition to meeting the rules in .04 and .23, the curriculum to prepare the prospective business education teacher shall provide the teacher with the following knowledge and ability.

(a) Knowledge of accounting, business communications, information processes, business law, economics, management, administrative procedures, office procedures which serve as a foundation for all business subjects and develop specific abilities needed to perform satisfactorily in business occupations.

(b) Ability to:

1. Analyze, interpret, classify, and record data on business transactions in sole proprietorships, partnerships, and corporations; process payrolls; prepare sales, income, and other reports; prepare financial statements using previous fiscal reports for data sources; prepare routine financial transactions; apply automated accounting procedures; analyze, interpret, and solve business-related problems.

2. Compose business letters, reports, and memoranda; process incoming and outgoing telephone messages applying cost and time factors; apply current business terminology in writing, speaking, and interpreting business information; select alternative communications systems by applying procedures based on cost and time factors; process incoming and outgoing mail; select and use references in solving business-related problems; and plan, develop, and deliver oral presentation using presentation software.

3. Use computer hardware and applications in word processing, spreadsheet, database, and desktop, publishing software to create, modify, and print documents.

4. Recognize the legal requirements affecting business organizations and apply legal principles to business situations.

5. Communicate basic economic principles as applied to the American economic system and consumerism.

6. Apply validated sociological and psychological principles to human relations; solve specific office managerial problems; and use data to develop plans for a work force, wage scales, and employee working hours and goals.

7. Process written business papers with the speed and accuracy necessary for employability; evaluate, and recommend printing processes for selected tasks; layout and organize an office work station and plan a typical day's work, setting priorities for maximum efficiency; and code, cross reference, file, and retrieve business papers and plan a filing system to use in a given situation.

(c) Demonstrate occupational competency in a business office work experience.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975)

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.26 Family and Consumer Sciences Education.

(1) **Curriculum.** In addition to meeting rules .04 and .23, the curriculum to prepare the prospective family and consumer sciences education teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Methods for acquiring, selecting and caring for clothing and textile products in relation to values, goals, lifestyles and resources;
2. Commercial production and maintenance processes in clothing and textile and home furnishings industries;
3. Management techniques for personal and family resources to satisfy needs and wants;
4. The stages of human development in relation to the physical, social, emotional, and intellectual development needs of children and family member throughout the life cycle;
5. Parental responsibility for the nurture and guidance of children;
6. The impact of personal and interpersonal relationships on the home, workplace, or other environmental settings;
7. Acquiring, caring, and maintaining of housing, home furnishings, and equipment in relation to lifestyle and resources;
8. Strategies for healthy intergenerational living with emphasis on the physical, emotional, intellectual, and social needs of the elderly;
9. The basic principles of nutrition, food preparation, meal management, and service; and
10. Mathematics and science concepts integrated into family and consumer sciences education curriculum.

(b) Ability to:

1. Select and care for clothing; and construct, repair, and alter clothing using consumer and industrial equipment in a safe manner.
2. Apply concepts pertaining to the economic system, the management process, budgeting, consumer spending and savings, financial institutions and services, credit, and insurance; and use principles of management in making spending decisions regarding the use of resources in areas such as transportation, housing, health, food, and clothing.
3. Develop life skills in work of the family in areas of nurturing individual and family growth, parenting, nutrition and foods, housing, clothing, resource management, balancing work and family; and work outside the home.
4. Analyze the nutritional needs of individuals; plan healthy food choices; purchase, prepare, and serve food for individuals and families using consumer and commercial methods and equipment; apply safety and sanitation procedures in food preparation; and use scientific concepts in the study of food and nutrition.
5. Utilize concepts of family dynamics, personal growth, preparation for marriage and parenthood, child growth and development, and intergenerational living; and plan for an manage a healthy and safe environments for children, the elderly, and other family members throughout the life cycle.
6. Design living environments; select home furnishings and equipment; arrange furniture; apply art principles; buy a home; and maintain the home and home furnishings.
7. Apply concepts of parenting readiness; utilize parenting skills with newborns, infants, toddlers, preschoolers, and the school-age child; recognize parenting challenges; and apply safety principles to the care and guidance of children.
8. Teach mathematics and science concepts integrated into family and consumer sciences education curriculum.

(c) Demonstrate occupational competency in at least one of the following areas: foods, clothing, childcare, family life, consumer resource management, housing, home furnishing and accessories, or elderly care.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14, (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.27 Marketing Education.

(1) **Curriculum.** In addition to meeting rules .04 and .23, the curriculum to prepare the prospective marketing education teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Foundations of marketing and marketing functions and applications, which serve as a foundation for all marketing subjects and develop specific abilities needed to perform satisfactory in a marketing occupation.

2. Duties and responsibilities of a coordinator.

(b) Ability to:

1. Communicate basic economic principles and concepts of free enterprise and free market economics.

2. Apply concepts pertaining to human resource, utilize concepts of interpersonal skills, career development, human resource management, and communicate effectively in both written and oral form.

3. Apply concepts pertaining to the channels of marketing, budgeting, the management process, business operations, and ownership structures.

4. Apply concepts pertaining to the transfer of physical movement of ownership of a service or a product from producer to consumer.

5. Communicate the availability of financial resources to facilitate marketing activities; variables associated with risk; pricing objectives, selling strategies, and techniques; purchasing functions; and new product/service planning.

6. Utilize procedures and methods for gathering, analyzing, and disseminating marketing information.

7. Plan and organize activities of a coordinator.

(c) Demonstrate occupational competency in a marketing work experience.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.28 Technical Education (formerly, Trade and Industrial Education).

(1) **Curriculum.** In addition to meeting rules .04 and .23, the curriculum to prepare the prospective technical education teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Industrial management, including sociological and psychological principles pertinent to effective human relations to business and industry; work ethics, values, and leadership skills; methods, concepts, and techniques appropriate to industrial management; and labor relations, child labor laws, wage and hour laws, and other laws as they affect the labor force;

2. Course development, including the application of academic skills to the solution of technical problems; communications; and higher order reasoning techniques;

3. Principles of technical education, including the relationship between technical education and workplace technology; and the development, nature, philosophy, and purposes of technical education in a technological society;

4. Occupational safety and health, including procedures covering personal, lab, fire, electrical equipment, tools, interpretation of materials safety, data sheets, and applicable safety codes;

5. Computer applications, in solving problems related to technical education;

6. Mathematics and science concepts integrated into technical education.

(b) Ability to:

1. Make appropriate equipment selections, and use industrial equipment, tools, materials, and processes found in technical education programs.

2. Provide for laboratory management including safety, inventory, filing, requisitioning equipment and materials, maintenance, and budgeting.

3. Teach mathematics and science concepts integrated into technical education curriculum.

(c) Demonstrate occupational competency through an experienced worker exam or other appropriate industry certification process.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14, (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.29 Technology Education (formerly Industrial Arts).

(1) **Curriculum.** In addition to meeting rules .04 and .23, the curriculum to prepare the prospective technology education teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Development of technology and its efforts upon the economy, environment, individual, and society.

2. Careers, concepts, processes, and applications, relating to information technologies to include audio and visual; physical technologies to include health, plant and animal cultivation, waste management, human factor engineering, and fuel and chemical production.

3. Safe handling and/or operation of hardware, software, and supplies.

4. Computers including terminology, applications, troubleshooting, trends, and issues.

5. Application of technology to the solution of daily problems.

(b) Ability to:

1. Select and use basic tools, materials, and processes found in communications, construction, manufacturing, and transportation; and information, physical, and bio-related technologies.

2. Select curriculum, software, and assessment tools relating to career awareness.
3. Operate hardware, software, and supplies used in the technology area being studied in a safe manner.
4. Apply technology to the solution of daily problems.
- (c) Demonstrate occupational competency in a technology-related setting.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.30 Pre-School Through Grade 12 Programs. P-12 programs include art; foreign language (see rule .11); music; physical education; and gifted, hearing impaired, speech and language impaired, and visually impaired in special education. At least one-third of the teaching field shall be upper-division work.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.31 Art.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective art teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Art history, multicultural and psychological aspects of past and contemporary art forms, and various philosophies of art, aesthetics, and criticism;
2. Basic art and design concepts and skills, including processes, organizational structure, technical aspects, expressive content, communicative qualities and technology;
3. Traditional and current technological developments in art and design;
4. The contributions of art to the individual, society, and related art areas such as dance, film, music, literature, and drama;
5. Teaching and learning theories related to art education, as well as current issues and trends; professional literature (e.g., curriculum guides), methods, and materials of contemporary art education, including the use of technology;
6. The fiscal management of an art program; and
7. The roles, responsibilities, and impact of various educational and community agencies on P-12 art education.

(b) Ability to:

1. Create expressive forms in drawing, painting, design, printmaking, graphic arts, sculpture, ceramics, and crafts;
2. Apply concepts and skills in one area of art production or art theory;
3. Develop the scope and sequence of an art program which includes art history, art criticism, art production, and aesthetics; and
4. Integrate art into the total school curriculum and exhibit student art work.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.31.01 Dance.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective dance teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Dance history to include art history; music history; multicultural aspects of past and contemporary art forms; and various philosophies of the arts, aesthetics, and criticism;
2. Basic movement skills and dance techniques to include, but not limited to, ballet, jazz, modern, and other world dance forms and improvisational and choreographic processes, expressive content, musicality, and communicative qualities;
3. Traditional and current technological developments including, but not limited to, those related to dance production, dance composition, dance recording and notation, sound design, and sound production;
4. The contributions of dance to the individual, society, and related arts areas such as visual arts, film, music, theatre, musical theatre and literature;
5. Business administration and elements of production including stage management and stage design, construction of scenery, lighting, properties, sound, costume, and make-up;
6. The roles and responsibilities of various educational, artistic, and community agencies and their impact on P-12 dance education;
7. The fundamental elements of dance and their application in theory, compositional form, performance, and critical analysis;
8. The role of the dance instructor as a resource person in integrating dance into all components of the school curriculum;
9. Psychosocial dimensions of dance, anatomy, physiology, kinesiology, motor behavior and development, healthful living, injury prevention, safety and emergency procedures; and
10. The language of dance, including notational systems and vocabulary.

(b) Ability to:

1. Teach students to perform in ballet, modern, jazz, and other world dance forms with proficiency, expression, and technical accuracy in solo and group work;
2. Apply choreographic concepts and technical skills while incorporating a variety of groupings and solos in dance compositions and productions;
3. Develop the scope and sequence of a dance program which includes history, criticism, production, aesthetics, assessment methods, biomechanical and physiological aspects, and the language of dance;
4. Integrate dance into the school curriculum and community settings, and produce student works;
5. Apply current teaching and learning theories related to dance education in order to inspire, engage, and motivate students of various age groups, ability levels and diverse backgrounds simultaneously to become involved in the creative process and to achieve excellence in dance as an art form;
6. Perceive and analyze dance as an aesthetic form of expression;

7. Demonstrate rhythmic understanding, sensitivity, and musicality;
8. Interpret representative works of the past and present, and evaluate their quality within their historical context;
9. Teach a wide variety of skills and activities and modify activities in order to maximize student participation;
10. Identify and avoid potentially dangerous activities, exercises, equipment and facilities; avoid negligence in providing dance instruction in the classroom and on stage; and implement emergency procedures;
11. Establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness; and
12. Demonstrate choreographic proficiency in dance, theatre, and musical theatre production

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 06-10-99.

290-3-3-.32 Music.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective music teacher shall provide the teacher with the following knowledge and ability:

- (a) Knowledge of:
 1. The language of music, including notational systems and vocabulary;
 2. The common elements of music and their interaction in theory, form and analysis, composing, arranging, and performance;
 3. Music history, and literature of Western and non-Western cultures, including ethnic/multicultural contributions to music and the relationship of music to the other arts;
 4. The administrative aspects of the music program, including scheduling; recruitment; support groups; selection, purchase and maintenance of resource materials, equipment and performance attire; budget management; performance; and field trips;
 5. Technology which can be used to enhance the performance of music; and
 6. The role of the music teacher as a resource person in integrating music into other components of the total school curriculum.
- (b) Ability to:
 1. Perform at an advanced level in one applied area, demonstrating technical accuracy and musical expression and perform in a variety of large and small ensembles;
 2. Play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation;
 3. Play pitched and non-pitched classroom instruments;
 4. Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles;
 5. Compose and arrange music and adapt music from a variety of sources;
 6. Interpret representative works of the past and present and evaluate the quality of musical works and performances;
 7. Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives; and
 8. Teach students to play both rhythmic and melodic classroom instruments.
- (c) Instrumental Music.

1. Knowledge. In addition to demonstrating the knowledge indicated in rules .32(1)(a)1-6, the prospective teacher of instrumental music shall demonstrate basic knowledge of woodwind, brass, percussion, and string instruments.

2. Ability. In addition to demonstrating the ability indicated in rules .32(1)(b)1-8, the prospective teacher of instrumental music shall demonstrate ability to play woodwind, brass, percussion, and string instruments with sufficient skill to teach; perform as a soloist; use the singing voice as a teaching tool; conduct choral as well as instrumental ensembles; and teach instrumental music to individual students and groups.

(d) Vocal/Choral Music.

1. Knowledge. In addition to demonstrating the knowledge indicated in rules .32(1)(a)1-6, the prospective teacher of vocal/choral music shall demonstrate knowledge of: physical problems which may develop if the voice is used inappropriately; teaching strategies designed to develop and maintain vocal health and proper vocal production at all levels; and the organization and training of singers in the performance of appropriate vocal/choral literature.

2. Ability. In addition to demonstrating the ability indicated in rules .32(1)(b)1-8, the prospective teacher of vocal/choral music shall demonstrate ability to: use the voice effectively in demonstrations; perform as a soloist; use woodwind, brass, percussion, and string instruments as teaching tools; and conduct ensembles.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.33 Physical Education.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective physical education teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Foundations of physical education; forces influencing the development of physical education programs; effects of participation in physical education programs; and the impact of international changes on the content of physical education programs.

2. Physiological principles of physical activity, including biological sciences pertaining to the structure and function of the human body and human movement; wellness (exercise, nutrition, and health-related fitness, etc.), and prevention of injuries and implementation of emergency procedures.

3. Biomechanical principles of physical activity for analyzing movement, motor behavior and learning, including life-span motor development and psycho-social dimensions of physical activity.

4. Organization, rules, strategies, and safety considerations pertaining to basic movement skills; exercise and health-related fitness; sports skills; dance; gymnastics; games; aquatics; and outdoor leisure pursuits.

5. Management and organizational principles including scheduling, budgeting, purchasing and maintaining facilities and equipment, and factors to be considered in designing facilities.

6. Techniques of coaching and officiating in a variety of individual, dual, and team sports and techniques for designing and implementing co-curricular activities, such as intramurals, field days, and other special events.

(b) Ability to:

1. Group students appropriately and safely for activity and work effectively with large groups of students.
2. Relate effectively to a variety of age groups and ability levels simultaneously.
3. Teach a wide variety of skills and activities and modify activities in order to maximize student participation.
4. Perform proficiently in a wide variety of the skills to be taught in a comprehensive physical education program.
5. Relate physical education to other disciplines and programs within the school and foster an interdisciplinary approach to teaching.
6. Identify and avoid potentially dangerous activities, exercises, equipment, and facilities; implement emergency procedures; and avoid negligence in providing physical education instruction and utilizing facilities, equipment, and supplies.
7. Establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness.
8. Coach and officiate in a variety of individual, dual, and team sports.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.33.01 Theatre.

(1) **Curriculum.** In addition to meeting rule .04, the curriculum to prepare the prospective theatre teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. Theatre as a social and aesthetic experience.
2. Theatre as a collaborative art form among students and peers, and the relationship between theatre and the total curriculum.
3. Common elements and vocabulary of theatre, the interaction of these elements, and how to employ this knowledge in analysis of theatre activities.
4. Philosophies of theatre, the development of past and contemporary Western and non-Western theatre forms, major styles in theatre history and dramatic literature, theories of criticism, cultural influences, and the relationships of all these to the theatre experience.
5. Dramatic structure in playmaking and playwriting.
6. Safety rules and procedures for technical aspects of theatre, and safe practices for physical and vocal development.
7. Administrative aspects of the theatre program, including scheduling, recruitment, appropriate use of support groups and partnerships, play selection, evaluation, purchase and maintenance of resource materials and equipment, business management, performance, co-curricular and extra-curricular events such as festivals and competitions.
8. Theatre careers and other career opportunities utilizing theatre skills.
9. Diverse theatre forms such as musical theatre, children's theatre, reader's theatre, and oral interpretation.

10. Basic design procedures including the design of sets, lighting, and costumes.
- (b) Ability to:
 1. Assist students in forming and defending aesthetic and value judgments about theatre.
 2. Utilize other subjects in the school curriculum to enhance the teaching of theatre and serve as a resource person to integrate theatre into the total curriculum.
 3. Employ creative drama and improvisational techniques with a variety of student groups and settings.
 4. Work with students in the processes of creation, performance, and evaluation, and coach them in movement, speech and characterization for formal and informal presentations in curricular, co-curricular and extra-curricular activities.
 5. Describe and use the elements of dramatic structure as they relate to playmaking and playwriting.
 6. Demonstrate proficiency in using production elements, including design, scenery, properties, lighting, sound, costumes, make-up, business management, stage management, and their appropriate technologies.
 7. Develop support groups and partnerships and use them appropriately.
 8. Coordinate all elements of production, including directing, selection of theatre form and material, analysis of resources, conceptualization, casting, planning, and conducting rehearsals, in the context of school time, facilities, monies, and standards specific to the community.
 9. Inform students about theatre and other career opportunities utilizing theatre skills.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 06-10-99

290-3-3-.34 Special Education. See also specific programs (rule .35 through .41).

(1) **Curriculum.** In addition to meeting teaching field-specific knowledge and ability rules, the curriculum shall provide every prospective special education teacher with the following knowledge and ability:

- (a) Knowledge of:
 1. Current federal and state laws and regulations governing and/or impacting on programs for exceptional students;
 2. Student assessment instruments and techniques, including functional and vocational knowledge and skills;
 3. Skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education;
 4. Normal growth and development patterns, as well as common delays in the normal mastery sequence of developmental skills;
 5. Stages of speech and language development, characteristics of communication skills, and the impact of communication on all learning;
 6. Student learning styles and instructional strategies, including collaborative teaching;

7. Behavioral intervention techniques;
8. Resource agencies which provide personnel and services for improving and strengthening educational programs for exceptional students;
9. Cultural and socioeconomic factors and their impact on eligibility and programming;
10. The roles of professionals, students and families as members of a collaborative team;
11. The coordination of special education services and general education; and
12. Technology, including assistive technology devices.

(b) Ability to:

1. Develop, select, administer, and interpret formal and informal assessments;
2. Translate assessment information into functional long-term goals and short-term objectives;
3. Implement or assist other teachers in implementing the student's individualized education plan, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment, technological advances, and support personnel;
4. Continuously analyze the effectiveness of the individualized education plan and make appropriate modifications;
5. Plan and facilitate transition programs within and outside the school setting;
6. Effectively communicate the goals of the instructional program to the student, the student's primary caregivers, and appropriate professionals;
7. Utilize effective teaching strategies designed to promote learning and improve student achievement;
8. Modify methods, materials, and equipment to meet student needs;
9. Design and implement programs that reflect an awareness and appreciation of different cultures; and
10. Work effectively with members of the instructional team and professionals from related fields.

(2) **Faculty.** A specialist with identifiable appropriate expertise is required in each special education teaching field.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.35 Collaborative Teacher (Grades K-6).

(1) **Curriculum.** In addition to meeting rules .04 and .34, the curriculum to prepare the prospective collaborative teacher shall provide the teacher of students with cognitive, behavioral, physical and/or multiple disabilities with the following knowledge and ability:

(a) Knowledge. The prospective K-6 collaborative teacher shall demonstrate knowledge of:

1. Physical, sensory, communication, cognitive, and behavioral disabilities and their impact on learning and curriculum development.
2. Processes for prioritizing appropriate learning goals.
3. Communicating with families.
4. Effective instructional strategies for adapting curriculum.

5. Content for grades K-6 in the state courses of study for mathematics, English language arts, social studies, and science.

6. The needs of and management techniques for students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning.

7. Medications, administration of medications and school healthcare procedures that have been determined educationally relevant.

8. Validated, research-based approaches to reading and writing instruction.

9. Methods for determining appropriate reading materials for individual students.

10. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

(b) Ability to:

1. Assess students' needs in order to plan an individualized education program appropriate for classroom instruction.

2. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment.

3. Utilize practices to encourage family support in the student's program.

4. Assist in the evaluation and implementation of assistive technology.

5. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student's attainment of goals and objectives.

6. Implement appropriate behavioral interventions based on a functional analysis of behavior.

7. Build student's communication abilities and social interaction skills through the development of appropriate language and conversational skills.

8. Plan and implement an instructional program for grades K-6 using the state courses of study for mathematics, English language arts, social studies and science.

9. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.

10. Implement a variety of validated, research-based reading programs selected to meet the individual needs of students and including the strategies recommended in the Alabama Reading Initiative publications.

11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 1-9-97 effective 7-1-97, amended 12-9-99 effective 1-13-00

290-3-3-.36 Collaborative Teacher (Grades 6-12).

(1) **Curriculum.** In addition to meeting rules .04 and .34, the curriculum to prepare the prospective collaborative teacher shall provide the teacher of students with cognitive, behavioral, physical and/or multiple disabilities with the following knowledge and ability:

(a) Knowledge of:

1. Physical, sensory, communication, cognitive, affective, and social/emotional behavioral manifestations and their impact on curriculum, program development, and needed services and supports.
2. Various programs (school-based and work-based), curricula (general academic and functional life skills, community-focused), service options (educational, residential, vocational and leisure), and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of skills.
3. Modifications of teaching methods, materials, techniques, and learning environments in the school and community.
4. Collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).
5. Content for grades 6-12 in the state courses of study for English language arts, mathematics, science, social studies, and career/technical education.
6. The needs of and management techniques for students who have communicable diseases and medical diagnoses or who are considered medically fragile and the adverse effect of these conditions on learning and family functioning.
7. Medications, administration of medications and school healthcare procedures that have been determined educationally relevant.
8. Validated, research-based approaches to reading and writing instruction.
9. Methods for determining appropriate reading materials for individual students.
10. Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

(b) Ability to:

1. Assess students' needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan an individualized educational program for instruction.
2. Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student's educational program.
3. Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.
4. Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent living, and leisure skills.
5. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals.
6. Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members.
7. Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments.
8. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.
9. Implement appropriate behavioral interventions based on a functional analysis of behavior.

10. Implement a variety of validated, research-based reading programs selected to meet the individual needs of students and including the strategies recommended in the Alabama Reading Initiative publications.

11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.

12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 1-9-97 effective 7-1-97; amended 12-9-99 effective 1-13-00.

290-3-3-.37 Early Childhood Special Education.

(1) **Proper Certification.** Holders of an early childhood special education certificate are properly certificated to teach children with disabilities from birth through age eight.

(2) **Curriculum.** In addition to meeting rules .04 and .34, the curriculum to prepare the prospective early childhood special education teacher shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. The kinds and nature of exceptionalities and special needs of children from birth through age eight;
2. Cultural and socioeconomic influences on young children with disabilities;
3. Human growth and development and developmental psychology stressing developmental and environmental influences affecting infants and young children, including those with disabilities;
4. The impact of the young child with special needs on the family and aspects of family-focused intervention;
5. Curriculum for intervention across exceptionalities in areas including cognition, speech/language, fine and gross motor, adaptive, and social-emotional development;
6. Procedures for adapting methods and materials to the needs of children from birth through age eight;
7. Comprehensive assessment using observational/assessment techniques and instruments appropriate for children with disabilities from birth through age eight; and
8. Augmentative communication methods.

(b) Ability to:

1. Plan, implement, and evaluate programs designed to meet the special needs of children with disabilities from birth through age eight;
2. Provide developmentally appropriate programs for infants and young children with disabilities;
3. Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with special needs;
4. Work collaboratively with members of an interdisciplinary team in assessment and intervention efforts;
5. Adapt methods and materials to the needs of children with varying exceptionalities from birth through age eight; and

6. Use observational/assessment techniques and instruments appropriate for children with varying exceptionalities from birth through age eight.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.38 Gifted.

(1) **Curriculum.** In addition to meeting rules .04 and .34, the curriculum to prepare the prospective teacher of the gifted shall provide the teacher with the following knowledge and ability:

(a) **Knowledge of:**

1. Definitions, characteristics, prevalence, and the incidence of giftedness;
2. Cultural and socioeconomic factors that impact on the identification and instruction of the gifted, with particular emphasis on special populations, including minority students, underachieving students, and students with physical and emotional disabilities;
3. The curriculum in elementary and secondary education;
4. Creative and productive thought, critical thinking, leadership training, and visual and performing arts;
5. Programming models for gifted students; and
6. Counseling techniques for gifted students.

(b) **Ability to:**

1. Recognize unique cognitive and social characteristics and learning styles of gifted students;
2. Select, utilize, and evaluate assessment instruments appropriate to the unique needs of gifted students;
3. Select, design, utilize, and evaluate curriculum materials for gifted students;
4. Maximum the use of technological advances in the instructional program;
5. Apply diverse theories and various approaches to manage behavior;
6. Incorporate the contributions and participation of parents and other teachers in the instructional program;
7. Solicit, manage, and evaluate the support and contribution of various professional groups and community services, including the development of mentor relationships; and
8. Incorporate creative and productive thought, critical thinking, leadership skills, and visual and performing arts in the gifted curriculum.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.39 Hearing Impaired.

(1) **Curriculum.** In addition to meeting rules .04 and .34, the curriculum to prepare the prospective teacher of students with hearing impairment shall provide the teacher with the following knowledge and ability:

(a) **Knowledge of:**

1. The implications of hearing impairment for the social/cultural, vocational, and educational development of students;

2. Normal speech and language development, and the general and specific effects of hearing impairment on the production of speech and communication;
3. Appropriate assessment instruments, administration of tests, and interpretation of test results for students with hearing impairment;
4. Application of amplification to teaching and learning;
5. Various communication systems (such as signing and cued speech) for supporting language development;
6. Normal and abnormal language development and the implications for language and reading programs for students with hearing impairment; and
7. Methods of adapting the regular curriculum and instructional programs to accommodate the needs of students with hearing impairment.

(b) Ability to:

1. Care for and maintain amplification technology;
2. Adapt school programs to the specific needs of each student with hearing impairment;
3. Use appropriate instructional procedures to effect language learning in the student with hearing impairment; and
4. Communicate effectively with students with hearing impairment, using a variety of techniques.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.40 Speech and Language Impaired, Class B.

(1) Procedures For The Discontinuation of Class B Programs in Speech and Language Impaired.

(a) A student who began collegiate study before July 1, 1992, may complete a Class B speech and language impaired teacher education program to which he/she was admitted prior to July 1, 1995.

(b) A teacher with Class B certification in speech and language impaired may renew that certificate by meeting the requirements prescribed in rule 290-3-2-.04.

(2) Other Approaches. Persons who do not earn Class B certification in speech and language impaired by completing an approved program may earn:

(a) Class B certification by meeting the requirements in rule 290-3-2-.02(4)(a) or (f)2.; or

(b) Class A certification by meeting the requirements in rule 290-3-2-.02(4)(c) or in rules .44 or .46.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.41 Visually Impaired.

(1) Curriculum. In addition to meeting rules .04 and .34, the curriculum to prepare the prospective teacher of students with visual impairment shall provide the teacher with the following knowledge and ability:

(a) Knowledge of:

1. The implications of visual impairments for the social/emotional, vocational, and educational development of students;
2. Assessment instruments appropriate for the student with visual impairment;
3. Curricular materials appropriate for students with visual impairment, including Braille and assistive technology devices; and
4. Methods of adapting the regular instructional programs for students with visual impairment and instructional approaches unique to their education.

(b) Ability to:

1. Use informal and formal methods of assessment appropriate for the evaluation of students with visual impairment;
2. Provide instruction in reading in the medium that is appropriate for the individual abilities of the student with a visual impairment, including Braille, large print, and low vision devices;
3. Develop skills necessary to attain literacy in reading and writing;
4. Provide orientation and mobility training and identify physical environment modifications needed for each student; and
5. Adapt the regular curriculum to the specific needs of each student with visual impairment.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14, and 16-39-5. (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.42 Fifth-Year Programs for Teachers.

(1) The provision of the fifth-year programs shall be limited to institutions that meet the standards for accreditation at the fifth-year level by the Southern Association of Colleges and Schools.

(2) **Admission.** Requirements for admission shall include baccalaureate-level certification in the teaching field(s) in which Class A certification is sought, except as prescribed in rules .43, .44 and .45 and in special education programs. It shall be the responsibility of the teacher education institution to ensure that Class B competencies as well as Class A competencies are met at the completion of a Class A program for which the student does not hold baccalaureate-level certification.

(3) **Purposes.** Class A teacher education programs shall be designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level provided such programs exist. The intent of the fifth-year program shall be to help the teacher develop higher levels of competence as a teacher than is possible in the Class B program.

(4) **Curriculum.** At the Class A level, the teacher may complete any of three types of programs. Regardless of the type of program completed, survey of special education coursework shall be required unless previously completed.

(a) Traditional teacher education program.

1. At least one-third of the program shall consist of teaching field courses; and
2. English language arts, general science, and general social science programs shall require at least one course in two areas.

(b) Alternative fifth-year program. (See rule .44.)

(c) Strengthened subject matter option. An individual who pursues Class A certification through this option shall hold a valid baccalaureate-level Alabama teacher certificate with an endorsement in the same or broader field of study for which Class A certification is sought.

(5) Evaluation for Fifth-Year Certification.

(a) A GPA of 3.0 on all courses in the Alabama State Board of Education approved teacher education program.

(b) Successful completion of an internship shall be required in Adult Education, the Alternative Fifth-Year Program, English As a Second Language, and Speech and Language Impaired.

(c) Successful completion of a practicum shall be required for initial certification in a special education teaching field.

(d) A passing score on a comprehensive written examination covering the content of the curriculum.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.43 Adult Education.

(1) Initial certification in Adult Education is at the fifth-year level. Requirements for admission to the program of studies shall include at least baccalaureate-level certification in a teaching field.

(2) **Curriculum.** The curriculum shall provide the prospective adult educator with the following knowledge and ability.

(a) Knowledge of:

1. History and purposes of adult education, adult learning theories, and leadership models and techniques for organizing, evaluating, and managing adult education programs and procedures;

2. Characteristics of adult learners;

3. The multifaceted meanings of literacy and strategies for developing literacy and interpersonal skills common to various workplaces;

4. Federal and state adult education legislation, policies, and regulatory agencies;

5. Funding sources for adult education programs and services, and the types and functions of adult education program providers;

6. The Alabama Program Plan for Adult Education and the Alabama Curriculum Guide for Adult Education;

7. Techniques for recruiting, motivating, and retaining adult learners and volunteer workers;

8. Appropriate methods; strategies, including techniques for teaching students to read technical manuals; and education materials and resources, including emerging technologies for teaching adults;

9. Formal and informal diagnostic procedures for identifying academic and personal needs of adult learners and for evaluating the progress of adult learners;

10. Strategies for teaching life-coping skills and higher order thinking skills, including critical thinking skills and problem-solving processes;

11. Resources available from community social agencies and techniques for utilizing those services to enhance the adult education program;

12. Factors to consider in developing unique curricula for specialized populations of adult learners, including persons who are disabled, incarcerated, homeless, and/or limited in English proficiency;

13. Demographics of the work force, the changing nature of job demands, and employability skills, including job seeking and job keeping skills.

(b) Ability to:

1. Develop a plan for organizing and using an advisory council;

2. Develop a plan for conducting a community adult education needs assessment and a master class schedule based on the results of a needs assessment;

3. Develop a plan for recruiting students and for recruiting, training and using volunteers;

4. Conduct an interview as a diagnostic tool for appropriate initial placement of an adult learner;

5. Develop education programs, units of instruction, and appropriate lesson plans which specify adult-learner performance, based on diagnostic information obtained from teacher-administered assessment and/or assessment from other agencies;

6. Select and/or develop appropriate instructional materials based on the assessment of learners' literacy levels, needs, and interests;

7. Design a model for instructional and program evaluation;

8. Develop student profile records and progress reports;

9. Motivate the adult learner and volunteer worker;

10. Deliver competency-based instruction using adult teaching methods, including emerging technologies, in a non-threatening environment and in an empathetic and supportive manner for individuals, small groups, large groups, and special populations;

11. Teach strategies which enable learners to "read to do" and "read to learn";

12. Use commercial measurement instruments and techniques and/or develop instruments and techniques to monitor adult learner progress;

13. Analyze an adult education class or program to determine factors which enhance retention of adult learners; and

14. Maintain an accurate record-keeping system.

(3) **Evaluation.** Readiness to serve as an adult education teacher shall include:

(a) Satisfactory performance on a comprehensive written examination covering the content of the curriculum; and

(b) Competence to teach adults as demonstrated in an internship of at least 300 clock hours.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14, and 16-34-1 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.44 Alternative Fifth-Year Program.

(1) **Purposes.** The purposes of an Alternative Fifth-Year program shall be identical to the purposes for preparing teachers at the Class B level in the same teaching field, except that persons who complete the Alternative Fifth-Year program shall have acquired knowledge and skill above the level required for completion of a Class B program.

(2) **Admission Requirements.** Persons who are eligible for admission to the Alternative Fifth-Year program shall have completed a baccalaureate degree at a regionally accredited college or university. In extenuating circumstances, the head of the unit may request a waiver of admission requirements from the State Superintendent of Education.

(a) Submission of the score made on the basic portion of the Graduate Record Examination or a score on the Miller Analogies Test.

(b) Baccalaureate or higher degree GPA of 2.50.

(c) General Studies. Completion of courses including humanities, social science, science, and mathematics. Students in early childhood or elementary education shall complete at least three mathematics and four science courses.

(d) Teaching Field. A person who wishes to earn certification in a teaching field listed below shall have completed the number of hours indicated by category.

1. Early Childhood or Elementary Education: As many hours of coursework appropriate to the curriculum indicated in the Alabama courses of study as the unit requires in the teaching field of the state-approved Class B program.

2. Single Teaching Field for Middle Level or Secondary: As many hours as the institution requires in the state-approved Class B program in that teaching field.

3. Comprehensive Middle Level or Secondary Teaching Fields:

(i) English Language Arts: as many hours in the teaching field as the institution requires in the state-approved Class B program, including coursework in literature, grammar, composition, reading, speech, drama (theatre), and journalism.

(ii) General Science: as many hours in the teaching field as the institution requires in the state-approved Class B program, including coursework in biology, chemistry, earth and space sciences, and physics.

(iii) General Social Science: as many hours in the teaching field as the institution requires in the state-approved Class B program, including coursework in economics, geography, history, political science, psychology, and sociology.

(iv) Career/Technical Education: as many hours of courses appropriate to curriculum in one of the following areas: agriscience technology education, business education, marketing education, family and consumer sciences education, technology education, and technical education, as the institution requires in the state-approved Class B program.

4. P-12 Programs: as many hours of courses appropriate to the P-12 curriculum as the institution requires in the approved Class B program in one of the following teaching fields--art, music (instrumental or vocal/choral), physical education, or special education (collaborative teacher [grades K-6], collaborative teacher [grades 6-12] gifted, hearing impaired, visually impaired or early childhood special education [birth to age 8 only]). For those programs that begin at the fifth-year level, the number of hours for admission shall equal the average of other related baccalaureate programs.

(e) Unconditional Admission. Each institution shall establish and enforce a policy that specifies when admission criteria must be met by the student before he or she is unconditionally admitted to the program. This policy shall be submitted to the Teacher Education and Certification Office of the State Department of Education.

(3) **Curriculum.** A program in a given teaching field shall:

(a) Meet master's degree requirements of the college/university that proposes to provide the program.

(b) Be designed to develop appropriate Class B teaching field competencies.

(c) Include a teaching field of at least one-third of the total number of graduate hours in the program.

(d) Require study in each of the following areas: curriculum and teaching, professional studies, special education, technology, evaluation of teaching and learning, and reading.

(e) Require field experiences in a wide variety of school settings and maximize the field experiences in the school(s) where the student will be assigned for the internship.

(f) Include an internship full time in the school(s) as a teacher for at least twelve weeks, which should not be limited to one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least twenty days including at least 10 consecutive days. (For additional requirements, see rule .02(3).) For middle-level and secondary programs, the internship shall be divided between two teaching fields, if applicable. For P-12 programs, the internship shall be divided between early childhood/elementary and secondary grades. For early childhood programs, the internship shall include a pre-school or kindergarten placement unless substantial field experiences were completed at those levels. For elementary education programs, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels. In extenuating circumstances, the head of the unit may request a waiver from the State Superintendent of Education for the requirement to divide the internship.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16; 16-23-1; 16-23-2 (1975).

History: New 2-13-86; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.45 English As A Second Language.

(1) Initial certification in English as a Second Language (ESL) is at the fifth-year level. Requirements for admission to the program of studies include at least baccalaureate-level certification in a teaching field.

(2) **Curriculum.** The curriculum to prepare the ESL teacher shall provide the prospective teacher with the following knowledge and ability:

(a) **Knowledge of:**

1. Nature and structure of the English language with emphasis on grammar and linguistics;
2. The different effects of ESL vs. bilingual education in developing second language proficiency;
3. How students with limited English proficiency (LEP) develop capability in English from multiple perspectives;
4. General trends, approaches and resources for teaching LEP students;
5. Appropriate techniques for teaching LEP students in classes which include only LEP students and in classes which include other than LEP students;
6. Multicultural education, including the roles of language and ethnicity in a multicultural society;
7. Appropriate techniques for evaluation of LEP students;
8. Appropriate techniques for working with the parents/families of LEP students;

9. Federal guidelines and laws pertaining to LEP student identification, evaluation (formative and summative), exit criteria, and post-program assessment; and
10. Methods of working with students who have multiple needs.

(b) Ability to:

1. Apply English grammar and linguistics in teaching ESL students; and
2. Demonstrate respect for and communicate effectively with persons of other cultures.

(3) **Evaluation.** Determining readiness to serve as an English as a Second Language teacher shall include:

- (a) Satisfactory performance on a norm-referenced test; and
- (b) Competence to teach English as a second language as demonstrated in an internship of at least 300 clock hours.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 1-9-97 effective 7-1-97.

290-3-3-.45.1 Reading Specialist (P-12)

(1) **Admission.** Requirements for admission to the Class A Reading Specialist program shall include:

- (a) At least baccalaureate-level certification in any area of education;
- (b) Two years of successful classroom teaching experience; and
- (c) Certification in Early Childhood Education, Elementary Education, or Collaborative Teacher (K-6 or 6-12); or
- (d) Completion of two reading courses including an introduction to reading course.

(2) **Curriculum.** The curriculum shall provide the prospective reading specialist with the following knowledge and abilities:

- (a) Knowledge of research including:
 - (1) Effective reading instruction as established by reading research:
 - (i) How scientifically based research in reading is conducted; and
 - (ii) Instructional practices that demonstrably improve reading achievement.
 2. Past and present reading researchers and their contributions to the knowledge base.
 3. Research that supports early, appropriate intervention for struggling readers.
 4. How to differentiate between standards for qualitative and quantitative research.
- (b) Knowledge of the knowledge base for reading including:
 1. Effective early reading instruction and practices including those identified in the "Beginning Reading" section of the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.
 2. Early reading instruction that integrates the following components:
 - (i) Nurturing oral language development (e.g., reading to students, providing verbal interaction about readings, expanding sentences);

- (ii) Developing concepts of print;
- (iii) Fostering a love of reading;
- (iv) Giving students ample time and support to read independently (e.g., help with book selection);
- (v) Developing phonemic awareness;
- (vi) Developing letter recognition;
- (vii) Providing systematic phonics instruction;
- (viii) Emphasizing reading for meaning;
- (ix) Enhancing reading proficiency through daily writing;
- (x) Increasing students' listening comprehension; and
- (xi) Integrating the language arts in all content areas.

3. Causes of reading difficulties including, but not limited to, deficits in phonological processing, limited understanding of the alphabetic principle, lack of letter recognition, letter reversals, insufficient prior knowledge, and limited proficiency with spoken English.

4. Common misconceptions about causes of reading difficulty including, but not limited to, poverty, race, perceptual difficulties, and dialect.

5. Effective instruction and practices including those identified in the "Expanded Reading Power" section of the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

6. Knowledge of the phonology and grapheme-phoneme correspondence of the English spelling system.

(c) Knowledge of reading material including:

- 1. Classic and contemporary children's and young adult literature and easy-reading fiction and non-fiction at levels appropriate to individual readers.
- 2. The uses and functions of various types of texts (e.g., predictable, decodable, easy-to-read) in developing effective, fluent readers.
- 3. The necessity of providing students with printed material at their independent and instructional levels, avoiding inconsiderate texts.
- 4. How to evaluate, select, and integrate media (e.g., software) into the reading program.
- 5. How to select, substitute, and/or rewrite content materials at students' reading levels.

(d) Knowledge of decoding including:

- 1. The importance of building early decoding skills.
- 2. The foundational importance of knowledge of print concepts, letter recognition, and phoneme awareness in decoding.
- 3. A progression of systematic phonics instruction that gradually builds from the basic to more complex patterns and guides the use of decodable texts.

(e) Knowledge of comprehension including:

- 1. The impact of amount of reading on reading comprehension.
- 2. Teacher-directed, integrated instruction in comprehension strategies that will increase students' abilities to gain meaning from printed material.

3. Questioning and discussion strategies that yield literal, interpretive, and evaluative student responses to printed material.

4. The causal relationship between the size of vocabulary and reading comprehension.

5. Strategies that increase reading comprehension including, but not limited to, summarizing, retelling, rereading, outlining, note-taking, visualizing, clarifying, and predicting.

(f) Knowledge of the reading/writing connection including:

1. The role of temporary spelling in developing phonemic awareness, promoting the alphabetic principle, and facilitating written expression.

2. The role of writing in assisting students in learning, understanding, and remembering content.

3. The writing process including the stages of prewriting, drafting, revising, editing, and publishing, and the role of writing across the curriculum.

4. The four modes of discourse--descriptive, persuasive, narrative, and expository.

(g) Knowledge of intervention instruction including:

1. Effective intervention strategies including, but not limited to, those indicated in the "Effective Intervention" section of Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

2. Accelerated, highly specialized instruction that significantly increases the pace of learning.

3. Struggling readers' need for a combination of systematic, explicit instruction in phonemic awareness, phonics, and reading comprehension.

4. The role that self-selected, independent reading practice plays in leading struggling readers to become fluent readers.

5. The importance of increasing the motivation of struggling readers by fostering success and rapid progress.

(h) Knowledge of assessment including ongoing assessment and evaluation practices to monitor students' progress, guide instruction, and evaluate the reading program.

(i) In the area of learning environment, demonstrate the ability to:

1. Create a print- and language-rich classroom that fosters all aspects of literacy.

2. Model reading and writing as valuable lifelong activities.

3. Promote family involvement in literacy development.

(j) In the area of materials, demonstrate the ability to:

1. Use a variety of literary genres including culturally diverse literature.

2. Match texts to the needs of learners.

3. Use instructional and informational technologies to support literacy.

(k) In the area of oral language development, demonstrate the ability to:

1. Implement effective strategies that develop students' language comprehension and expression.

2. Read to students and lead discussion about what was read.

(l) In the area of word identification, demonstrate the ability to teach phonemic awareness and phonics through meaningful, engaging activities.

(m) In the area of comprehension, demonstrate the ability to:

1. Teach students to use graphophonemic, syntactic, and semantic relationships to monitor and improve reading comprehension.

2. Provide direct instruction in comprehension strategies.

3. Model multiple comprehension strategies appropriate to the text and task including, but not limited to, summarizing, retelling, rereading, questioning, and deep discussion techniques.

4. Increase the motivation of students to read independently.

5. Teach effective study skills using a variety of resources.

6. Adjust reading strategies to the purpose of the reading and the nature of the text.

7. Teach vocabulary through multiple encounters with words in a variety of contexts.

8. Teach students to vary their reading rate according to their purpose and the difficulty of the material.

(n) In the area of the reading/writing connection, demonstrate the ability to:

1. Guide students in implementing the writing process, using the four modes of discourse.

2. Use peer and teacher conferencing to help students edit and revise their writing.

3. Use rubric assessment to help students edit and revise their writing.

4. Promote the integration of reading and writing in content areas at all grade levels.

5. Provide extensive authentic writing experiences in which students respond to their writing in various formats and for various audiences.

6. Provide extensive practice in guiding students to choose and read appropriate texts in a variety of genres.

(o) In the area of planning for instruction, demonstrate the ability to:

1. Interpret, communicate, and apply research findings to improve reading instruction and the reading program.

2. Create reading improvement plans to address the needs of readers.

3. Evaluate, select, and use high quality materials and programs for literacy instruction including electronic media.

(p) In the area of intervention, demonstrate the ability to:

1. Teach struggling readers including students with limited English proficiency, to read or to expand their reading power.

2. Model the strategies of intervention instruction included in the "Effective Intervention" section of the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

3. Respond to oral reading miscues in ways that are appropriate to the nature of the problem, the purpose of the particular lesson, and the needs of the learner at the moment.

- (q) In the area of assessment, demonstrate the ability to:
1. Administer and use a variety of formal and informal assessments including an informal reading inventory, miscue analysis, portfolios, self-assessments, anecdotal records, norm-referenced and criterion-referenced measures, and other indicators of students' progress and curriculum effectiveness.
 2. Maintain data on student progress in reading achievement and determine implications for the school's reading program.
- (r) In the area of professional development, demonstrate the ability to:
1. Initiate, implement, and evaluate professional development programs.
 2. Work effectively with classroom teachers, special educators, administrators, community agencies, and families.
 3. Share knowledge of research-based techniques and collaborate with colleagues.
 4. Employ coaching or mentoring to improve reading instruction.
 5. Develop collegial relationships with other reading specialists and literacy professionals through conversations, consultations, and professional meetings.
 6. Assist other teachers in implementing the knowledge and skills in the Alabama Reading Initiative publication: Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction.

- (3) **Evaluation.** Readiness to serve as reading specialist shall include:
- (a) Satisfactory performance on a comprehensive written examination covering the content of the curriculum; and
 - (b) Competence to teach reading and assist other teachers with their students in the area of reading as demonstrated in an internship of at least 300 clock hours.

- (4) **Faculty Qualifications.**
- (a) The faculty specialist for the reading specialist program shall possess an earned doctorate in reading or shall meet the criteria in definition (10) on page 243 of this document. In addition, the faculty specialist shall be currently involved in conducting research related to learning to read and the teaching of reading; shall have participated or shall be participating in the Alabama Reading Initiative as a trainer or as a P-12 school partner; shall be a full-time employee of the institution; shall teach courses required in the program; and shall advise students seeking certification through program completion.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-9-99 effective 1-13-00.

290-3-3-.46 Speech and Language Impaired, Class A.

- (1) **Admission.** Requirements for admission to the Class A Speech and Language Impaired program shall include completion of a baccalaureate program in speech and language impaired from a regionally accredited institution.

- (2) **Curriculum.** The curriculum shall provide the pathologist with the following knowledge and ability:

- (a) Knowledge of:

1. Normal speech and language development;
2. The impact on learning of communication disorders;
3. Characteristics of the following specific communication disorders: articulation, language, voice, fluency, hearing, and communication;
4. Augmentative communication methodology and application;
5. Various evaluation/assessment systems;
6. Causes, types, and degrees of communication disorders and implications for learning;
7. Principles of management appropriate for language, articulation, fluency, voice, learning disorders, and augmentative communication and hearing loss;
8. Impact of multicultural variations in communication skills on learning;
9. Materials and methods appropriate to the remediation of various communication disorders;
10. Speech and language screening and case selection criteria;
11. Factors which contribute to program effectiveness; and
12. Procedures for identifying, assessing, remediating, and evaluating communication programs.

(b) Ability to:

1. Use instrumentation and procedures for hearing screening;
2. Collect case history information and interpret results for making appropriate referrals;
3. Design and implement appropriate communication systems for students with communication disorders;
4. Identify multicultural variations in communication for the purpose of program planning;
5. Apply intervention principles in planning management programs;
6. Serve as a resource person for colleagues;
7. Apply speech, language, hearing assessment, and therapeutic methods and techniques; and
8. Implement a speech and language stimulation program.

(3) **Evaluation.** Determining readiness to serve students who are speech and language impaired shall include:

- (a) Satisfactory performance on a norm-referenced test; and
- (b) Competence to serve as a speech and language pathologist as demonstrated in an internship in a P-12 school(s) setting, of at least 300 clock hours.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 1-9-97 effective 7-1-97.

290-3-3-.47 Fifth-Year Programs for Instructional Support Personnel.

(1) **Admission.** Requirements for admission shall include baccalaureate-level or master's-level professional certification in a teaching field. Regardless of the type of program completed, survey of special education coursework shall be required unless previously completed.

(2) **Recommendation for Certification.** Requirements include two years of satisfactory educational experience. (For Educational Administration, see rule .48(4)(d)).

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.48 Educational Administration. The study of educational administration shall begin at the fifth-year level. Two options exist for educational administration programs: Option 1 Endorsement in Educational Administration and Option 2 Master's Degree Program.

(1) **Admission.** To be eligible for admission to a program in educational administration the applicant shall have:

(a) Option 1: Endorsement in Educational Administration: Earned master's-level certification in a teaching field or instructional support area; or

(b) Option 2: Master's Degree Program: Earned baccalaureate-level certification in a teaching field.

(2) **Purpose.** The purposes of the educational administration preparation program shall be to prepare prospective educational administrators for grades P through 12 to:

(a) Provide the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements;

(b) Provide the leadership needed to ensure appropriate curricula for the schools and for effective teaching and learning;

(c) Provide leadership for continuous study and evaluation of educational progress of students and for improvement in educational programs;

(d) Provide leadership for staff development programs;

(e) Provide leadership for appropriate school and community interaction; and

(f) Demonstrate through personal performance the high ethical, moral, and professional standards that the responsibilities of educational leadership demand.

(3) **Curriculum.** The curriculum shall provide the prospective educational administrator with the following knowledge and ability:

(a) With regard to the curriculum in grades P-12:

1. Fundamental knowledge of: child development; taxonomies of learning; curriculum units and sequence; different purposes, uses, and means of assessment; use of computers and other current technology; resources available to support the curriculum; state and other courses of study; minimum competencies, the state testing program, and graduation requirements; programs for exceptional children; cultural diversity; and current research on curriculum.

2. Ability to:

(i) Communicate the scope and sequence of the school program to parents, teachers, and others;

(ii) Interpret system and state tests and test results to parents, teachers, and others;

(iii) Locate assistance when needs exist in curricula areas; and

(iv) Monitor the basic implementation of curriculum.

(b) With regard to instruction in grades P-12:

1. Fundamental knowledge of:

(i) Planning, supervision, and evaluation of an instructional program;

(ii) Classroom performance evaluation and the state teacher assessment program;

(iii) Effective classroom management, organization, and scheduling;

(iv) Data analysis and utilization, including student assessment for instructional program evaluation;

(v) Media and technology in instructional program enhancement;

(vi) Current research on instructional program and strategies; and

(vii) How to conduct applied research.

2. Ability to:

(i) Design, supervise, and evaluate an instructional program using diagnostic, formative and summative techniques;

(ii) Establish and maintain a classroom/school climate conducive to learning;

(iii) Design a class schedule utilizing appropriate technological resources;

(iv) Use various data sources to reveal the effectiveness of the instructional program; and

(v) Conduct research and apply current research findings relative to instruction.

(c) With regard to professional staff development in grades P-12:

1. Fundamental knowledge of:

(i) The mission and objectives of professional staff development and the importance of continuous staff development;

(ii) How adults learn and how to assess professional development needs;

(iii) How to design implement and evaluate staff development programs;

(iv) The importance of monitoring and providing follow-up assistance to faculty and staff;

(v) How to recognize and encourage leadership by faculty and staff;

(vi) The necessity for administrators to participate in professional development activities; and

(vii) Current research on staff development.

2. Ability to: identify staff development needs of individuals, schools, and/or school systems; use data to design and implement a staff development activity; and evaluate a staff development activity.

(d) With regard to student services in grades P-12:

1. Fundamental knowledge of:

(i) How to monitor student attendance and address attendance problems;

(ii) Student health and nutrition programs;

(iii) Planning, implementing, maintaining, and evaluating a school discipline plan;

(iv) Availability of and scheduling for special services, including library services, guidance and counseling services and assessment services;

(v) Research relative to student services; and

(vi) Organizing and operating activity programs.

2. Ability to:

(i) Identify an attendance problem and propose or evaluate a solution;

(ii) Identify, analyze, and propose a solution to an individual student or school-wide disciplinary problem;

(iii) Identify a student in need of special services and recommend appropriate services available to that student;

(iv) Develop a schedule related to a specific service for students, such as for small group guidance, inclusive special education, or a federally funded pull-out program, or schedule a student who needs multiple services; and

- (v) Plan an activity schedule for a school.
- (e) With regard to leadership skills in grades P-12:
 - 1. Fundamental knowledge of: organizational theory and behavior; leadership styles, including behaviors and skills; vision and goal setting, including long- and short-range planning; group dynamics and power structures; communication skills; motivational theories and strategies; problem identification, analysis, and decision making; accountability; ethical standards; and current research.
 - 2. Ability to:
 - (i) Read, write, speak, and listen effectively;
 - (ii) Determine the extent to which a collaborative decision-making process is utilized in a school or central office to arrive at a decision;
 - (iii) Provide leadership for involving school participants in identifying, analyzing, and solving a problem; and
 - (iv) Use identified needs to design a plan for motivating personnel.
- (f) With regard to school and community relations in grades P-12:
 - 1. Fundamental knowledge of: cooperative programs; community diversity; internal and external public relations; political factors which impact on schools and school systems; school and community relationships; and research related to school and community relations.
 - 2. Ability to:
 - (i) Identify appropriate cooperative programs available to the school and techniques for developing cooperative relationships with community resource agencies;
 - (ii) Use research to develop a policy for use of school facilities and equipment;
 - (iii) Analyze how a school communicates its commitment to an understanding of and appreciation for community diversity; and
 - (iv) Identify strategies for developing and assessing school and community relationships.
- (g) With regard to management skills in grades P-12:
 - 1. Fundamental knowledge of:
 - (i) Strategic planning involving school staff and the community;
 - (ii) Recruitment, selection, induction, retention, supervision, and evaluation of employees and volunteers, and line and staff relationships in schools and school systems;
 - (iii) Acquisition, maintenance, and management of material resources;
 - (iv) Facility construction, renovation, maintenance, safety, and security;
 - (v) Transportation;
 - (vi) Fiscal management, including the Financial Planning, Budgeting and Reporting System for Alabama Public Schools;
 - (vii) Student records, including their utilization and the maintenance of security;
 - (viii) Management of time, stress, controversies, conflicts, and crises; and
 - (ix) Research in the area of management.
 - 2. Ability to:
 - (i) Create a budget for a school or school system based on cost analysis and involving school staff and the community;
 - (ii) Develop an emergency procedure to ensure safety;
 - (iii) Develop a schedule for routine maintenance;
 - (iv) Develop a school-wide master schedule;
 - (v) Develop a time management plan for an administrator;
 - (vi) Use current technology to facilitate management; and
 - (vii) Apply management research and seek help in solving identified problems.
- (h) With regard to legal responsibilities in grades P-12:

1. Fundamental knowledge of:
 - (i) System and individual liability for constitutional violations, torts, and contracts;
 - (ii) Authority and interrelationships of national, state, and local governments;
 - (iii) Federal constitutional and statutory rights and regulations and state regulations related to students, employees, and program administration;
 - (iv) Statutory rights of Alabama certified and non-certified personnel related to due process, tenure, transfer, suspension, and termination; and
 - (v) Research on legal matters affecting school administration.
2. Ability to: analyze and explain a relevant court case; analyze a relevant statute or regulation; and evaluate the legality of a local school system policy.

(4) Evaluation for Certification. Criteria for determining eligibility for certification in educational administration shall include the following:

- (a) Completion of specific option requirements with a GPA of not less than 3.25 on all courses in the approved educational administration program;
- (b) Completion of a 300 clock hour internship, which includes 50-clock hours in grades P-5; 50-clock hours in grades 6-8; 50-clock hours in grades 9-12; 50-clock hours of central office or school-system-wide experience; and 100-clock hours at the level or levels chosen by the student, mentor, and college/university supervisor; and supervised by a full-time educational administration faculty member and a certified school or school system administrator with three years of experience in administration;
- (c) A passing score on a comprehensive written educational administration test; and
- (d) Two years of satisfactory educational experience, including at least one year of P-12 classroom teaching experience.

(5) Faculty. An institution shall meet the following criteria:

- (a) Not less than 50 percent of the faculty members shall hold earned doctorates in educational administration or related fields. A minimum of two full-time faculty members in educational administration shall each have a minimum of three years of experience as a practicing assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or any three years combination thereof.
- (b) Full-time educational administration faculty personnel shall supervise interns. The institution shall have and follow a written policy pertaining to teaching load credit for student intern supervision.
- (c) An advisory council or committee shall be established to assist in planning and developing quality programs for individuals preparing to be educational administrators.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-13-90; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.49 Library-Media.

(1) The study of library-media begins at fifth-year level. Eligibility for initial certification in library-media shall include at least baccalaureate-level certification in a teaching field.

(2) **Curriculum.** The curriculum shall provide the prospective library-media specialist with the following knowledge and ability:

(a) Knowledge of:

1. The overall program of each school level, including their organization and program of instruction;
2. Roles and responsibilities of the library-media specialist and the contribution of the library-media program to the educational process;
3. Ethical and legal principles related to school library-media programs, including intellectual freedom, copyright, and confidentiality of information, and procedures for responding to intellectual freedom challenges;
4. Legislation, requirements, policies, procedures, and professional recommendations that affect school library-media programs;
5. Opportunities for continuous professional development, including professional organizations, professional literature, and peer networks;
6. Research findings related to school library-media programs;
7. Procedures for developing curriculum at the building and school system levels and for producing instructional materials to meet learning objectives and characteristics;
8. Application of instructional and information technologies in a school setting and techniques for teaching teachers to use technology to enhance instruction;
9. Characteristics of learners in a multicultural society, including their abilities, interests, needs, and learning styles;
10. Literature and resource materials available, including community resources;
11. Procedures for budget preparation, justification, and administration;
12. Procedures for planning, implementing, and evaluating a library-media program to meet the characteristics of a specific school;
13. Procedures for ensuring that students and staff have physical, intellectual, and organizational access to library-media centers, collections, and services;
14. Factors to be considered when selecting materials that match instructional goals and meet the needs of a multicultural school population;
15. Procedures for acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection and for motivating students and staff to use the collection;
16. Attributes of different information formats;
17. Procedures for planning, conducting, and evaluating in-service programs to meet the needs of media staff and school faculty;
18. Strategies to communicate the contributions of the library-media program to administrators, teachers, parents, school board members, and the general public;
19. Procedures for designing, implementing, and evaluating instructional activities and integrating information skills into the curriculum;
20. A continuum of activities through which the school library-media specialist can assist teachers in the teaching-learning process and can motivate students to read, listen, and view a variety of appropriate resources;
21. The components of effective interpersonal relationships in the school; and
22. Procedures for organizing a school library-media advisory committee.

(b) Ability to:

1. Participate as a member of the instructional team in the design, implementation, and evaluation of instruction;
2. Design, develop, implement, and evaluate a learning activity or unit of instruction;

3. Assist students and teachers in locating, retrieving, and interpreting information in various formats;
4. Produce instructional materials that meet specific objectives and learner needs;
5. Relate literature for children and young adults to their interests and ability;
6. Plan, implement, and evaluate an in-service education program;
7. Assist students and teachers in the application of information skills;
8. Retrieve needed information from global sources through networking and other strategies to meet the requests of users;
9. Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population;
10. Maintain and circulate a collection of materials and related equipment; and
11. Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use.

(3) Evaluation for Certification. Criteria for determining eligibility for certification as a library-media specialist shall include the following:

- (a) A GPA of not less than 3.0 on all courses in the Alabama State Board of Education approved library-media program;
- (b) Performance as a library-media specialist in clinical experiences which total at least 300 clock hours, with at least half of the time in a P-12 school library;
- (c) A passing score on a comprehensive written test; and
- (d) Two years of satisfactory educational experience.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.50 School Counseling.

(1) The study of school counseling begins at the fifth-year. Eligibility for initial certification in school counseling shall include at least baccalaureate-level certification in a teaching field.

(2) Curriculum. The curriculum shall provide the prospective school counselor with the following knowledge and ability:

- (a) Knowledge of:
 1. Human development and behavior across the life span with special emphasis on pre-school and school-age populations.
 2. Attitudes, values, and behaviors of multicultural groups and factors that influence these characteristics.
 3. Family relationships and interaction patterns.
 4. Counseling theories and techniques.
 5. Individual counseling, including establishing facilitative relationships.
 6. Small-group counseling, including group development, dynamics, and processes.
 7. The essential role and components of a group guidance program designed to enhance the school instructional program.

8. Appraisal methods and procedures, including assessing groups and individuals; gathering data and information; selecting and using valid and reliable instruments; using appraisal results in counseling students and in consultation with parents, teachers, and administrators; limitations of appraisal; and legal and ethical issues in assessment.

9. Career, educational, and psycho-social information for use in both counseling and instructional programs designed to emphasize the relationship between educational decision-making and career choice and lifestyle; and the need for life-long learning necessitated by technological changes.

10. Consultation models and their application in assisting teachers and administrators to develop curriculum and learning environments that respond to the developmental and remedial needs of students; and coordinating the efforts of parents, school staff, and agency personnel to enhance students' learning.

11. Coordination, placement, and referral procedures.

12. Research and evaluation, to include basic statistics and research designs, with emphasis on the ethical and legal implications of research.

13. Planning, implementation/management, and evaluation of a comprehensive, developmental counseling program which includes conducting needs assessments; setting goals and measuring and evaluating performance; and budgeting.

14. Ethical and legal standards, as determined by appropriate professional associations, legislation, and court decisions.

15. Time management techniques that will maximize serving more students.

(b) Ability to:

1. Plan a comprehensive, developmental school-counseling program.

2. Use appropriate counseling techniques in group and individual sessions and conduct large-group guidance activities.

3. Administer assessment instruments/procedures to students and interpret and communicate results to students, teachers, parents, and administrators.

4. Provide in-service activities related to test administration and interpretation; developmental needs of students; implementation of guidance interventions; early identification, remediation, referral of children with developmental deficiencies; and curriculum strategies that emphasize relationships between educational choices and life-style/career choices.

5. Promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information.

6. Evaluate a school-counseling program.

7. Consult with parents, teachers, other school personnel, and agency personnel.

8. Maintain confidentiality and abide by ethical and legal standards.

(3) **Evaluation for Certification.** Criteria for determining eligibility for certification as a school counselor shall include the following:

(a) A GPA of not less than 3.0 on all courses in the Alabama State Board of Education approved school counseling program.

(b) A practicum which includes a minimum of 30 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students.

(c) A supervised P-12 school-based internship of at least 300 clock hours, begun subsequent to the completion of the practicum which shall require the prospective counselor to perform all the activities that a school counselor is expected to perform.

- (d) A passing score on a comprehensive written test.
- (e) Two years of satisfactory educational experience.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.51 School Psychometry.

(1) The study of school psychometry begins at the fifth year. Eligibility for initial certification in school psychometry shall include at least baccalaureate-level certification in a teaching field.

(2) **Curriculum.** The curriculum shall equip the prospective school psychometrist with the following knowledge and ability:

(a) Knowledge of:

1. Child and adolescent development and learning in the cognitive, physical, social, and emotional areas.
2. Education of exceptional learners, instructional and remedial techniques, and organization and operation of schools.
3. Assessment, including appropriate instruments for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles; and selection, administration, interpretation, and utilization of assessment instruments and report writing.
4. Interventions (direct and indirect), including counseling techniques and interpersonal relationship skills appropriate to the assessment and consultative roles of the school psychometrist; and instructional strategies, behavior management, and reinforcement techniques which are based on needs assessments.
5. Professional issues, standards, and legal and ethical issues, as determined by regulations, statutes, court decisions, and professional associations.
6. Multicultural, socio-economic, and ethnic factors and their effect on the teaching-learning and assessment processes.
7. Modern technology and its practical application in the field of psychometry.

(b) Ability to:

1. Conduct psychological and psycho-educational assessment, including:
 - (i) Non-biased assessment of personal-social adjustment, intelligence-scholastic aptitude, adaptive behavior, academic achievement, environmental-cultural influences, and vocational interests, according to professional, legal and ethical standards;
 - (ii) Formal instruments, procedures, and techniques;
 - (iii) Interviews, observations, and behavioral evaluations; and
 - (iv) Explicit regard for the context in which assessments take place and will be used.
2. Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (i.e., parents, school personnel, community agencies).
3. Use interpersonal skills (establishment of rapport, active listening, clarification, and summarization) and work effectively in cross-cultural situations.
4. Apply modern technology in the field of psychometry.

(3) **Evaluation for Certification.** Criteria for determining eligibility for certification as a school psychometrist shall include the following:

- (a) A GPA of not less than 3.0 on all courses in the Alabama State Board of Education approved school psychometry program;
- (b) Performance as a school psychometrist in a P-12 internship of at least 300 clock hours supervised by a qualified school psychometrist or school psychologist; and
- (c) A passing score on a comprehensive written test.
- (d) Two years of satisfactory educational experience.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97; amended 06-14-99 effective 07-19-99.

290-3-3-.52 Sixth-Year Programs for Teachers.

(1) **Admission.** The candidate shall hold master's-level certification in the same teaching field(s) in which the Class AA certificate is sought, except in special education.

(2) **Purposes.** The essential objective of the sixth-year program shall be to extend upward the level of competence of the teacher.

(3) **Curriculum.** The curriculum shall be in work approved by the graduate school or division of the institution as meeting its standards of quality for study at the sixth-year level and it shall meet the standards for accreditation by the Southern Association of Colleges and Schools at the sixth-year level. At the Class AA level, the teacher may complete either of two types of programs. Regardless of the type of program completed, survey of special education coursework shall be required unless previously completed.

(a) Traditional teacher education program.

- 1. At least one-third of the program shall consist of teaching field courses.
- 2. English language arts, general science, and general social science programs shall require at least one course in two areas.

(b) Strengthened Subject Matter Option. An individual who pursues Class AA certification through this option shall hold both a valid baccalaureate-level and master's-level teacher certificate with an endorsement in the same or broader field of study for which Class AA certification is sought.

(4) **Evaluation for Sixth-Year Certification.**

- (a) A GPA of 3.25 on all courses in the approved teacher education program.
- (b) Successful completion of a practicum shall be required for initial certification in a special education teaching field.
- (c) A passing score on a comprehensive written examination covering the content of the curriculum.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14, and 16-39-5 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.53 Sixth-Year Programs for Instructional Support Personnel.

(1) **Admission.** The candidate shall hold the master's-level certificate in the instructional support field in which the sixth-year program is sought, except as prescribed in rule .54. Individuals seeking sixth-year certification in educational administration shall hold master's-level certification as a superintendent/principal, superintendent, principal, supervisor, vocational administrator, or educational administrator.

(2) **Purposes.** The purposes of the fifth-year program shall be equally applicable to the sixth-year level. The advanced program shall extend the depth and quality of competence of the candidate.

(3) **Curriculum.** The curriculum shall be in work approved by the graduate school or division of the institution as meeting its standards for study at the sixth-year level and it shall meet the standards for accreditation by the Southern Association of Colleges and Schools at the sixth-year level. Programs in Educational Administration shall require mentor training and a problem analysis project, thesis, or dissertation. Regardless of the type of program completed, survey of special education coursework shall be required unless previously completed.

(4) **Evaluation for Certification.**

- (a) A GPA of at least 3.25 on all courses in the approved program.
- (b) A passing score on a comprehensive written examination covering the content of the program.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.54 School Psychology.

(1) Initial certification for a school psychologist shall be at the sixth-year level. Criteria for admission to a school psychology program shall include at least baccalaureate-level certification in a teaching field and master's-level certification as a school psychometrist.

(2) **Curriculum.** The curriculum shall provide the prospective school psychologist with the following knowledge and ability:

(a) **Knowledge of:**

- 1. Biological bases of behavior; cultural diversity; child and adolescent development (typical and atypical); exceptionalities, learning theory; and social bases of behavior.
- 2. Instructional and remedial techniques, and organization and operation of schools.
- 3. Assessment, including appropriate instruments for group and individual measurement and evaluation of intelligence, aptitude, achievement, interest, personality, behavior, and learning styles; and selection, administration, interpretation, and utilization of assessment instruments and report writing.
- 4. Interventions (direct and indirect), including consultation, counseling, and behavior management.

5. Statistics and research design.
6. Legal, ethical, and professional issues and standards, and roles and functions of the school psychologist.
7. Multicultural, socioeconomic, and ethnic factors and their effect on the teaching-learning process, and consultation, assessment, intervention, and other school psychology services.
8. Modern technology and its practical application to the field of school psychology.
 - (b) Ability to:
 1. Provide consultation, including:
 - (i) Consultation and collaboration with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns;
 - (ii) Design and development of procedures for preventing disorders, promoting mental health and learning, and improving educational systems;
 - (iii) In-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior; and
 - (iv) Development of collaborative relationships with clients and involvement of clients in the assessment, intervention, and program evaluation procedures.
 2. Conduct psychological and psycho-educational assessment, including:
 - (i) Non-biased assessment of personal-social adjustment, intelligence-school aptitude, adaptive behavior, language and communication skills, academic achievement, sensory and perceptual-motor functioning, environmental-cultural influences, and vocational development, aptitude, and interests, according to professional, legal and ethical standards;
 - (ii) Formal instruments, procedures, and techniques;
 - (iii) Interviews, observations, and behavioral evaluations; and
 - (iv) Explicit regard for the context and setting in which assessments take place and will be used.
 3. Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (i.e., parents, school personnel, community agencies).
 4. Provide supervision, including overall development, implementation, and professional supervision of school psychological service programs.
 5. Conduct program planning and evaluation, including services to assist in decision-making activities; and serving on committees responsible for developing and planning educational and educationally-related activities.

(3) **Evaluation for Certification.** Criteria for determining eligibility for certification as a school psychologist shall include performance as a school psychologist in a supervised P-12 internship of at least 300 clock hours and obtaining a passing score on a comprehensive written test.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.55 Innovative and Experimental Programs.

(1) Efforts to develop new and better ways of preparing teachers and instructional support staff shall be encouraged. The following rules are designed to facilitate approval of innovative and experimental approaches to preparing teachers or instructional support personnel.

(2) **Justification.** A clear statement justifying the request for approval of an experimental or innovative program shall be required. This statement shall define need for the program, purposes it is to serve, and assumptions upon which it is based.

(3) **Objectives.** Each program shall be built upon a clear-cut statement of the objectives of the area of the public school curriculum with which the proposal deals. A carefully prepared statement shall be included which describes the nature of the public school program needed to achieve the objectives. These statements shall be prepared cooperatively by representatives of the agencies concerned with teacher preparation and shall be based on an analysis of current practices and trends in the public school curriculum with which the proposal deals.

(4) **Program of Preparation.** Each proposed program shall include a clearly formulated statement of the knowledge and abilities necessary for beginning teachers or instructional support personnel and the proposed curriculum, including an internship. This statement shall be available in writing and shall be based upon the preceding rules regarding objectives and the program of the public school designed to achieve them.

(5) **Schedule.**

(a) Proposed innovative/experimental programs shall include a timetable which sets out the starting and closing dates of the project, as well as:

1. The sequence of activities as they are to occur;
2. The anticipated schedule of evaluation checkpoints; and
3. The identification of the kinds of evidence needed to show results of the program.

(b) The timetable shall give the approximate date on which program reports are to be submitted to appropriate institutional officials and the State Department of Education.

(6) **Evaluation.** The experimental program shall include provisions for continuing evaluation based on performance criteria to be met by those completing the program. The evaluation plan shall include the definition and specification of kinds of evidence that will be gathered and reported. Evaluation shall provide information to identify areas of the program which need strengthening and the support needed for further program development. An annual report shall be provided to the State Department of Education, Teacher Education and Certification Office.

(7) **Review.** An external review to assess progress and make recommendations shall be conducted at the end of the program's second year.

(8) **Results.** The program shall continue in an experimental status until the performance of its first participants is evaluated after a year of employment. At the

conclusion of an experimental or innovative program, generalizations shall be drawn which will be useful to the institution of higher education and other institutions preparing teachers in improving their own offerings. Such generalizations shall be made available to the State Department of Education, institutions preparing teachers, and to public schools.

(9) Approval. Proposals for innovative and experimental programs designed to lead to certification of teachers or instructional support personnel shall be approved by the State Board of Education prior to implementation and only for the duration of approval of existing programs.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90 effective 2-1-91; repealed and adopted new 1-9-97 effective 7-1-97.

290-3-3-.56 State Department of Education.

(1) Leadership. The State Department of Education, through its Teacher Education and Certification Office, shall provide the necessary leadership for properly coordinating teacher education and certification in the state. This Office shall work on a continuing basis in providing appropriate advisory and consultative services to the institutions on developing and maintaining quality preparation programs.

(2) Programs Approval and Rescission.

(a) Approved Program Approach. The Approved Program Approach to Teacher Education and Certification shall involve:

1. The development of programs of teacher education by institutions of higher education according to approved rules and procedures listed in rule .56(2)(b).

2. The official application of the standards and procedures, by an appropriate team of educators, to each program and the subsequent State Board of Education approval of the programs deemed to meet all applicable rules; and

3. The understanding that the prospective teacher, upon successful completion of the approved program, will be eligible to apply for certification by the State Department of Education.

(b) Application of Rules.

1. **Continuing Review of Approved Programs.** Unless significant program approval rule changes have been adopted by the State Board of Education since an institution's programs were last approved, the institution's approved programs shall be reviewed on a five-year cycle using an on-going accountability model which shall include:

(i) An annual report containing the following:

(I) Number of students admitted to each teacher education program;

(II) Continued compliance with faculty rules;

(III) Efforts to enhance internship and/or other field-based components of approved programs;

(IV) Efforts to involve local education agency practitioners;

(V) Assistance provided to recent graduates; and

(VI) NCATE/AACTE Joint Data Report (from NCATE accredited institutions).

(ii) A report, due 12-18 months before the expiration of current program approval, on the following:

- (I) Continued compliance with program admission criteria; and
- (II) Continued compliance with State Board of Education rules.

2. Review of Proposed Program(s) and/or Program(s) Affected by Significant Changes in Program Approval Rules.

(i) The chief administrative officer of the institution shall submit a written request to the State Superintendent of Education for a review, indicating the specific program(s) to be developed for review and/or the program(s) affected by significant changes in program approval rules.

(ii) The development and review of proposed programs shall be authorized by the State Board of Education.

(iii) The review process shall be coordinated by staff members in the Teacher Education and Certification Office of the State Department of Education. The review process shall include the training of review team chairpersons and members and evaluating their effectiveness.

(iv) The institution shall use analysis forms, checklists and other means to document compliance with program approval rules.

(v) The State Superintendent of Education shall appoint a team to review the documentation provided by the institution, ensuring that the team:

(I) Represents cultural and gender diversity;

(II) Includes representatives of local education agencies, institutions of higher education, and the State Department of Education; and

(III) Includes only persons who have a high degree of competence in the area(s) of assignment; have been trained to evaluate teacher education programs; have never been employed by the institution; and have no current professional or personal relationship with the institution.

(vi) To the greatest possible extent, the documentation provided by the institution shall be evaluated prior to an on-site review.

(vii) For the on-site review, the institution shall provide reimbursement for travel expenses, work space, support services, and additional information needed by the team to complete the review process.

(viii) The review team report shall include a written response to each program approval rule. A recommendation shall be made for each rule deemed to be unmet.

(ix) The chief administrative officer of the institution shall acknowledge receipt of the review team report and indicate whether the institution will comply with recommendations contained in the report or withdraw the affected program(s).

(x) The head of the teacher education unit and the State Department of Education staff member responsible for the review shall facilitate documentation of compliance with recommendations contained in the review team report.

(xi) All recommendations shall be met by the institution before the affected program is submitted to the State Board of Education for approval.

(c) Appeals Procedure.

1. In the event the reviewed institution feels that it has justifiable reasons to question the validity of any part of the team report, it may request that appeals procedures be invoked. Such procedures shall include the appointment of an appeals panel made up as follows:

(i) The State Department of Education administrator who is responsible for both teacher education and certification (chairperson);

(ii) Two active members of the Alabama Association of Colleges for Teacher Education to be appointed by the president of the Association (such members shall not be involved in the review under consideration);

- (iii) At least one representative of an association of professional educators;
 - (iv) The chairperson of the review team or a team member designated by the team chairperson;
 - (v) At least two staff members of the Teacher Education and Certification Office of the State Department of Education;
 - (vi) The chairperson of the review team and the two staff members of the State Department of Education shall be non-voting members of the appeals panel.
2. The administrative head of teacher education and/or other designated personnel from the teacher preparation institution involved shall be invited to attend the meeting(s) of the panel and shall be given ample opportunity to present evidence and otherwise represent the interests of the institution in the matter under consideration.
3. After sufficient study and deliberation as determined by the chairperson, the panel shall make its decision in closed session with only voting members present.
4. In the event that the teacher education program(s) in question is not approved by the State Board of Education, the report of the review team and all related actions by the appeals panel shall not apply to the institution after a period of one year from the date of the team visit. The entire program approval process shall be repeated if the institution of higher education decides to continue seeking state approval for the program(s) which was not approved.
- (d) Annual List of Approved Programs. The Teacher Education and Certification Office shall compile, keep up to date, and publish annually a list of institutions with approved programs in teacher education. Each program for which each institution is approved shall be listed.
- (e) Changes in Approved Programs. When an institution wishes to make changes in an approved program that involve a course(s) used to meet a knowledge or ability rule, the head of the teacher education unit shall submit written notification and justification for the changes made.
- (f) Rescinding State Board of Education Approval of Teacher Education Programs. Institutions which recommend for certification students who have not met approved program requirements will jeopardize the continuation of their teacher education programs.
1. Following a due process procedure enumerated in the Alabama Administrative Procedure Act, Ala. Code §§41-22-1, et seq. (1975), approval of a teacher education program may be rescinded for just cause, including failure of a significant number of program completers to receive satisfactory ratings based on performance evaluations established by the State Board of Education.
2. Once program approval is rescinded, an institution shall wait until the next comprehensive review of all teacher education programs at that institution before seeking reinstatement of approval for that program. In requesting State Board of Education authorization to submit the program for review, the institution shall describe in detail the steps that have been taken to ensure that all students recommended for certification have met approved program requirements and are eligible for certification.
3. Students who have been admitted to a program that has had its State Board of Education approval rescinded shall have the right to finish that program to which they have been admitted. No other students may be admitted to that program.
4. The notice of a proposed action shall be given consistent with provisions of Ala. Code §41-22-12 (1975).
5. The State Superintendent or his designee shall serve as the hearing officer for hearings conducted under this rule.

6. If the number of witnesses seems excessive in the judgment of the hearing officer, the party requesting the witnesses may be required to justify this necessity. The hearing officer may decline to listen to numerous character witnesses or witnesses testifying to the same or substantially the same facts and/or circumstances.

7. In taking testimony and in considering the evidence, the hearing officer shall follow the provisions of Ala. Code §41-22-13 (1975), insofar as practicable, but shall not be bound by the technical rules of evidence observed in courts of law. The hearing officer may listen to hearsay testimony and accept depositions and affidavits if such testimony is material and relevant to the issue(s).

8. The conduct of a hearing under this rule shall follow the below order of presentation:

- (i) Reading of notice of proposed program rescission and grounds therefore.
- (ii) Preliminary matters, if any.
- (iii) Opening statements by the parties, if desired.
- (iv) Presentation of evidence supporting proposed program rescission.
- (v) Presentation of evidence in support of institution's position.
- (vi) Rebuttal evidence to institution's presentation, if any.
- (vii) Summation by the parties, if desired.

9. The parties are responsible for securing the attendance of their witnesses.

10. The hearing officer may establish a pre-hearing conference and any other schedule to facilitate the hearing.

11. The hearing officer shall prepare a proposed order containing a statement of facts and reasons to justify the decision rendered. The hearing officer shall issue his/her recommendation (in the form of a proposed order) no later than forty-five (45) days from the date of the conclusion of the hearing.

12. The proposed order shall become the final decision unless a party files an exception within ten (10) days from receipt thereof.

13. If an exception is filed, it shall include a request for oral argument before the State Board of Education, if desired. Written argument, not to exceed 10 pages of 8 1/2 x 11 paper, double-spaced shall be filed with the State Board of Education within ten (10) days after the filing of the exception.

14. Oral argument shall be limited to ten (10) minutes per party, with the party filing the exception making the first presentation, unless modified by the State Board of Education.

(3) Results of State Board of Education Approved Performance Assessment and a Statewide Required Test¹. Effective May 1, 1999, and thereafter, graduates who complete a Class B or Alternative A teacher education program, shall demonstrate satisfactory performance in the positions for which they were prepared. Satisfactory performance shall be defined as a validated composite score level of 18 or greater on the performance evaluation appraisal instrument (or the equivalent) approved by the State Board of Education. Also, graduates who complete a Class B or Alternative A teacher education program or an initial instructional support program two or more scholastic years after a statewide required test(s) has been validated for Alabama shall earn a passing score on the test(s) applicable to their teaching field(s) or instructional support area. Units shall use a variety of methods to notify, in writing, their students of the

¹The implementation of this testing requirement is pending the final determination of litigation regarding teacher certification testing.

performance and test requirements. Units shall also be accountable for the success of their graduates.

(a) **Classifications of Units' Programs.** Based on performance of its graduates on the statewide required test and on performance evaluations established by the State Board of Education, units' programs shall be designated as being Academic Clear, on Academic Caution, or on Academic Alert. Criteria for each designation based on the required test shall be determined by the State Board of Education after the statewide test has been deemed valid and reliable. Criteria for each designation for performance evaluations shall be as follows:

(i) **Academic Clear** means that at least 90 percent of the graduates of a program scored at the satisfactory performance level during their first year of employment.

(ii) **Academic Caution** means that at least 80 percent but less than 90 percent of the graduates of a program scored at the satisfactory performance level during their first year of employment.

(iii) **Academic Alert** means that less than 80 percent of the graduates of a program scored at the satisfactory performance level during their first year of employment.

(iv) In designating the official status of a program according to the criteria indicated in (3)(a)(i)-(iii), there must be a minimum of 10 graduates per year per program or 3 years of data. (Criteria indicated in (3)(a)(i)-(iii) will also be used to designate the unofficial status of a program with fewer than 10 graduates per year. The unofficial status designation of a program will not require implementation of rules (3)(b)(i)-(iv).) The performance of graduates will be assessed during their first year of employment within the first 5 years after receiving their first Professional Educator certificate based on the recommendation of an Alabama institution of higher education.

(b) Units with a program(s) on Academic Caution shall submit an improvement plan to the State Superintendent of Education within three months after receiving that program status designation and shall have three scholastic years to achieve Academic Clear. Units with a program(s) on Academic Alert shall submit an improvement plan to the State Superintendent of Education within three months after receiving that program status designation, shall be reviewed by a team appointed by the State Superintendent of Education, and shall have three scholastic years after receiving the report from the review team to achieve Academic Clear;

(i) A unit with a program(s) on Academic Alert or Academic Caution shall notify students enrolled in that program(s) that the program(s) is on Academic Alert or Academic Caution and identify potential consequences;

(ii) A unit with a program(s) on Academic Alert or Academic Caution, which does not achieve Academic Clear after three scholastic years, shall not admit additional students to that program(s).

(iii) The State Superintendent shall request that the State Board of Education rescind approval of all of an institution's teacher preparation programs for which the unit fails to achieve Academic Clear by the end of the third scholastic year after receiving an Academic Caution designation or by the end of the third scholastic year after receiving

the report from the review team based on the unit's program(s) having received an Academic Alert designation.

(iv) A unit with a program(s) on Academic Caution that moves to Academic Alert within three years after being designated Academic Caution shall not gain additional time to achieve Academic Clear.

(c) The State Superintendent may request that the State Board of Education rescind approval of any or all of an institution's teacher preparation programs for just cause.

(d) An institution that has approval of a program(s) rescinded by the State Board of Education must wait at least 5 scholastic years to request permission to develop a program in that discipline.

(4) Studies of Educator Supply and Demand.

(a) Studies necessary to provide current data on the numbers of teachers available for employment in each teaching and instructional support field in the public schools and the likely number of vacancies in each field shall be the responsibility of the Teacher Education and Certification Office of the State Department of Education. The information compiled from these studies shall be made available to institutions that offer programs for preparing teachers for use in program planning and counseling students.

(5) Liaison With Other Agencies Which Accredite or Develop Standards for Teacher Education.

(a) The Teacher Education and Certification Office shall maintain contact with other entities affecting teacher education in the state. The National Council for Accreditation of Teacher Education (NCATE) and the National Association of State Directors of Teacher Education and Certification (NASDTEC) are two entities of particular significance in this respect.

(b) The Teacher Education and Certification Office shall facilitate maximum cooperation with these agencies and shall coordinate the approval of teacher education programs with the functions of these agencies whenever feasible. Accreditation by NCATE is voluntary. Insofar as feasible, cooperative and concurrent evaluations shall be facilitated.

(6) Advisory Panel. The State Superintendent of Education shall appoint an advisory panel to review proposed changes to teacher education and certification rules prior to their submission to the State Board of Education. The panel shall be representative of the education profession, with the majority of the members being P-12 teachers and instructional support personnel and including representatives of higher education, business and industry, parents, and the general public. Terms of membership shall be staggered in order to provide continuity.

Author: Dr. Ed Richardson.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 1-9-97 effective 7-1-97; (3) amended 11-18-99 effective 12-23-99; amended 6-8-00 effective 7-13-00.

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ALABAMA

290-3-2-.01 Basic Principles.

(1) Certification Authority

(a) The Teacher Education and Certification Office shall be the sole office within the State Department of Education to issue certificates and licenses and to implement Alabama laws and rules adopted by the State Board of Education relating to the certification of teachers and instructional support personnel for preschool through Grade 12 (P-12). Rules, standards, directives, and memoranda written prior to July 1, 1997, except for valid evaluation letters prepared by the Office, shall become invalid and shall not be used to determine the application of these rules. These rules shall apply to all individuals who submit applications for certification on or after July 1, 1997. If the individual completed renewal requirements or all requirements for a professional educator certificate prior to September 1, 1997, and submitted an application by October 31, 1997, valid periods will be based on rules in effect prior to July 1, 1997.

(b) Unless otherwise specifically provided by law, the following teacher certification rules shall be the sole authority by which certification is administered effective July 1, 1997. Only the State Superintendent of Education shall have the authority to make exceptions to these rules.

(c) Certificates issued in other states may not be transferred or validated as the authority of their holders to teach in Alabama schools.

(d) State certification rules grant broad general authority and do not include details which prevent flexibility in administration.

(2) Proper Certification

(a) Each person who serves as a teacher or in an instructional support position in the public schools of the state is required to hold a valid Alabama certificate as prescribed in Ala. Code §16-23-1 (1975).

(b) Each person who serves as a teacher or in an instructional support position in a private school that holds a certificate issued by the Superintendent is required to hold a valid Alabama certificate as prescribed in Ala. Code §16-28-1 (1975).

(c) Each person who serves as a private tutor is required to hold a valid Alabama certificate as prescribed in Ala. Code §16-28-5 (1975).

(d) Proper certification is defined as having a valid certificate in the teaching field or instructional support area in which the person is assigned. The Department's Subject and Personnel Codes, shall be used to determine proper certification.

(3) General Requirements for the Issuance of Certificates

(a) An applicant must meet all certification requirements in effect on the submission date of the application. All requirements prescribed in the appropriate application packet shall be met.

(b) An applicant who receives an Alternative, Emergency, Interim, Preliminary or professional educator certificate shall hold at least a bachelor's degree from a regionally accredited senior institution. However, a bachelor's degree is not required for all levels of career/technical certification, or for Reserve Officers Training Corps (ROTC) certification, or a Substitute Teacher's license.

(c) An applicant who has never held Alabama professional certification or career technical certification shall be required to obtain background clearance through a fingerprint review conducted by the Alabama Bureau of Investigation (ABI) prior to the issuance of a certificate or license to determine any criminal history. Effective July 1, 1999, as required by the Alabama Child Protection Act of 1999, a criminal history background check through a fingerprint review conducted by the Federal Bureau of Investigation (FBI) shall also be required for an applicant who has never held Alabama professional certification or career technical certification. A background clearance shall also be required for an applicant who holds certification other than professional certification or career technical certification but has not previously completed a

background clearance processed through the State Department of Education resulting in the issuance of a valid certificate or license. Effective July 1, 1999, as required by the Alabama Child Protection Act of 1999, a criminal history background check through a fingerprint review conducted by both the ABI and the FBI shall be required for a person who holds an Alabama professional certificate or career technical certificate and who is recommended for employment in a local education agency or non-public school other than where the person was employed prior to July 1, 1999.

1. The applicant may take the fingerprint card, at his option, to the central office of a local school system or to the State Department of Education to be fingerprinted by the appropriate official who has been trained by the ABI.

2. The fingerprint card submitted with the application shall remain on file with the ABI as long as the certificate or license is valid.

3. The ABI will notify the Board of any criminal history prior to issuance and any arrest pertaining to the individual subsequent to issuance.

4. If a certificate or license is allowed to lapse, the fingerprint card will remain on file with the ABI no longer than 90 days from the date of its expiration. If application for certification is made after this 90 day period, an additional background clearance through the ABI and FBI shall be required.

(d) Effective July 1, 1999, an applicant who is employed by a local school system or nonpublic school who will have unsupervised access to children in an educational environment shall be required to be fingerprinted for a criminal history background check through the ABI and the FBI unless a background check has been processed through the State Department of Education within two years of the recommended date for employment.

1. Any noncertified professional, classified employee or applicant recommended for employment in a nonpublic school:

(i) shall submit to the ABI through the chief executive officer of the nonpublic school two complete sets of fingerprints, the required nonrefundable fees, and the required written consent and release forms for the release of criminal history background information to the State Department of Education; and

(ii) shall be issued a letter regarding suitability from the state Superintendent of Education to the chief executive officer of the nonpublic school.

2. Any noncertified professional, classified employee, or applicant recommended for employment in a public school shall submit through the employing superintendent to the State Department of Education two complete functional sets of fingerprints, the required nonrefundable fees, the required written consent and release forms for the release of criminal history information to the State Department of Education and local employing board.

(e) Spring 1999, graduates of Alabama teacher education programs whose applications are dated prior to July 1, 1999, and received in the Teacher Education and Certification Office prior to September 1, 1999, shall be required to submit only one set of functional fingerprints for review by the ABI.

(f) Individuals who are issued Alternative Baccalaureate-Level, Special Alternative, or Preliminary Certificates and have either obtained background clearance or held a professional certificate or a career/technical certificate shall not be required to complete another background clearance for the consecutive issuance of a certificate unless there is a change of employment as described in (3)(c). When the certificates are not issued consecutively a background clearance shall be required prior to any issuance.

(g) When the State Superintendent of Education has reasonable suspicion that an individual who holds a certificate or license issued by the Board has been convicted of a felony or a misdemeanor other than a minor traffic violation, that individual shall be

subject to a background clearance through a fingerprint review. In such case, the individual will not be responsible for the required fee. A letter of notification from the Superintendent regarding the intent to conduct a review will be sent to the individual. The individual shall return either the fingerprint cards and release form or sufficient and specific evidence/information that the investigation is in error. This response shall be postmarked no later than fifteen days after the individual's receipt of the letter of notification from the Superintendent. Failure to comply with this requirement shall result in appropriate disciplinary action.

(h) The issuance of any professional educator certificate requires that an individual pass the required nationally-normed test. (Note: The implementation of this test requirement is pending the final determination of litigation regarding teacher certification testing.) A passing test score earned prior to the submission date of the application must have been attained within ten years of that date in order to be accepted. An official score report must be received in the Office directly from the testing service. This test requirement does not apply to individuals who are advancing an existing area of certification to a higher level.

(i) Bachelor's degree level certification in speech and language impaired shall not be issued with a valid period beginning after July 1, 2007.

(j) A professional educator certificate cannot be reissued in the same area through the approach used for the initial issuance; renewal requirements for that certificate must be met.

(k) A money order or cashier's check in the amount of \$20 made payable to the State Department of Education is required with the application packet; no other form of payment will be accepted. The application fee is nonrefundable. A \$20 fee is required to issue each certificate. In addition, when a fingerprint review is required, the fee established by the ABI and the FBI must be submitted with the Application for Alabama Certification or with the Application for a Substitute Teacher's License or with the Background Consent Form.

(l) If a superintendent wishes to employ an individual prior to completion of that individual's background review, the superintendent may request a waiver for employment pending receipt of a background clearance, if the fingerprint cards have been submitted.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Code §§16-3-11, 16-23-1, 16-23-2, 16-23-4 (1975).

History: New 12-19-78, repealed 12-8-94, effective 12-31-96; new adopted 12-8-94, effective 1-1-97, repealed 11-14-96 and amended repealed date of original chapter to 6-30-97 new adopted 1-9-97 effective 7-1-97; amended: 6-14-99; effective 7-19-99; amended 9-9-99; effective 10-14-99.

290-3-2-.02 Approaches to Certification.

(1) Alabama State-Approved Programs

(a) An individual who completes a State-approved program as prescribed in rule 290-3-3-.03 through .54 may be eligible for a professional educator certificate.

(b) Recommendation for certification shall be made directly to the Office by the authorized certification official at the institution where the State-approved program was completed as prescribed on Supplement NAL.

(2) Reciprocal Agreements or Recognition

(a) National Council for Accreditation of Teacher Education (NCATE)

1. An individual who completes a program at an institution of higher education accredited by NCATE for the type certification sought may be eligible for a professional educator certificate.

2. The program completed shall have been listed in the published annual guide to NCATE accredited institutions as an approved program offered at the degree level for which the institution was accredited by NCATE at the time the program was completed.

(b) National Association of State Directors of Teacher Education and Certification Interstate Contract (NASDTEC Interstate Contract)

1. An individual who completes requirements of the NASDTEC Interstate Contract for teachers, support personnel and/or administrators in accordance with the current Contract may be eligible for a professional educator certificate.

2. Information concerning member states, program participation, and terms of the current Contract may be obtained from the Office.

(c) Other Approved Program Recognition

1. Approved program recognition may be extended to states which are not participants in the NASDTEC Interstate Contract.

2. An individual who completes state-approved program requirements in one of these states may be eligible for a professional educator certificate.

(d) The issuance of a professional educator certificate based on the completion of a program shall be considered only in the applicant's major program, provided:

1. Alabama issues a certificate comparable to the area(s), grade level(s) and degree level(s); and

2. Proper verification of program completion is received from the authorized certification official at the institution where the program was completed as prescribed on Supplement OAL.

(e) Other Certificate/Experience Recognition

1. An individual who holds valid professional certification in another state may be eligible for a professional educator certificate if Alabama offers a comparable certificate.

2. Verification of the individual's certification shall be received in the Office directly from the issuing authority as prescribed on Supplement CER, or the original certificate shall be submitted.

3. The experience requirement shall be based on that of the NASDTEC Interstate Contract in effect on the submission date. The experience shall be verified on Supplement EXP.

(3) Foreign Credentials

(a) An applicant who wishes to receive certification on the basis of study outside of the United States shall obtain an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Office.

(b) An applicant who has completed a degree program in teacher education outside of the United States may pursue certification through one of the following options:

1. The applicant may submit the appropriate application packet including the evaluation by the foreign credential evaluation service directly to the Office. If the evaluation indicates that the program is considered equivalent to an approved teacher education program in the United States and Alabama issues a comparable certificate, the appropriate professional educator certificate may be issued.

2. The applicant may submit the evaluation by the foreign credential evaluation service to the certification officer at an Alabama institution with a State-approved program in the area in which certification is sought and may pursue certification through completion of that institution's State-approved program.

(c) An applicant who has not completed a degree program in teacher education but has earned a foreign degree equivalent to at least a bachelor's degree granted by a regionally accredited institution in the United States may pursue certification through the State-approved program approach, a State-approved alternative approach, or a reciprocal approach.

(d) Individuals shall have an official score report submitted to the Office directly from the testing service indicating a passing score on the Test of Spoken English (TSE).

(4) Alternative Approaches

(a) Alternative Baccalaureate-Level Approach

1. Any individual who has earned a bachelor's degree and meets appropriate experience or coursework and other requirements as prescribed on Supplement ABC may be issued the first Alternative Baccalaureate-Level Certificate.

2. The application packet must be received in the office no later than October 1 of the scholastic year for which the certificate is requested.

3. The certificate shall be issued with a valid period of one year and may be reissued for the next two consecutive years by meeting requirements as prescribed on Supplement ABC.

4. The appropriate professional educator certificate may be issued upon verification of the completion of all requirements. Additional information is contained in rule .03(1)(b), Alternative Certificates.

(b) Alternative Fifth-Year Level Approach

1. An individual who has earned at least a bachelor's degree and has been admitted to an Alternative Fifth-Year Program may be issued the first Special Alternative Certificate.

2. Initial issuance and reissuance shall be as prescribed on Supplement SAF.

3. The appropriate professional educator certificate may be issued upon verification of the completion of all requirements. Additional information is contained in rule .03(1)(b), Alternative Certificates.

(c) Speech and Language Impaired Approach

1. An individual who holds a master's or higher degree in speech-language pathology and a valid speech-language pathology license issued by any state's board of examiners in speech pathology and audiology may be eligible for the appropriate degree level professional educator certificate endorsed in speech-language impaired.

2. All additional requirements prescribed on Supplement CLA for speech and language impaired must be met.

3. The professional educator certificate for speech and language impaired may be issued through this approach when the individual has passed the required nationally-normed test.

(d) Nationally Certified School Psychologist Approach

1. An individual who submits verification of currently valid certification as a Nationally Certified School Psychologist based on standards established by the National School Psychology Certification System may be eligible for professional certification as a school psychologist.

2. A copy of the certifying credential shall be submitted to the Office, or the individual's name shall be listed in the most recent Directory of Nationally Certified School Psychologists or in its current supplement.

3. All requirements prescribed on Supplement CLA for nationally certified school psychologists must be met. The National School Psychology Examination shall meet the test requirement.

(e) National Board for Professional Teaching Standards Approach

1. An individual who submits verification of currently valid certification by the National Board for Professional Teaching Standards may be eligible for professional certification provided Alabama issues a certificate comparable to the area(s), grade level(s), and degree level(s).

2. Verification of the individual's certification shall be received in the Office directly from the issuing authority, or the original certificate shall be submitted.

3. All requirements prescribed on Supplement CLA for nationally certified teachers shall be met.

4. The appropriate professional educator certificate may be issued through this approach when the individual has passed the required nationally-normed test.

(f) Preliminary Certificate Approach

1. An individual who has earned at least a master's degree but has not completed a teacher education program in the instructional support area for which certification is sought may be eligible for a Preliminary Certificate in an instructional support area as specified in rule .03(1)(d), Preliminary Certificate.

2. An individual who has earned at least a bachelor's degree in speech and language impaired but has not completed all requirements for professional certification may be eligible for a Preliminary Certificate endorsed in speech and language impaired.

3. Additional information regarding Preliminary Certificates is contained in rule .03(1)(d), Preliminary Certificate.

(g) Additional Teaching Field Approach.

1. This approach will become effective upon adoption and implementation of the required nationally-normed test.

2. Individuals who hold valid Alabama professional certification in a teaching field may seek bachelor's level certification in an additional teaching field as follows:

(i) For individuals seeking certification in an area other than special education, verification of two years of experience is required at the grade level for which certification is sought. This experience must have been for a majority of the time. For P-12 certification one year of experience at each level (P-6 and 6-12) is required.

(ii) For individuals seeking certification in special education, verification of two years of experience is required in the exceptionality for which certification is sought. This experience must have been for a majority of the time.

(iii) Verification of a passing score on the subject area content section of the required nationally-normed test in the teaching field to be added shall be submitted to the Office.

(iv) The appropriate professional educator certificate may be issued through this approach when the individual has completed all requirements and submitted an Application for Alabama Certification, Supplement EXP, and verification of a passing score on the required nationally-normed test.

3. This approach is not available in the area of speech and language impaired, in areas in which a subject area content section of the required nationally-normed test does not exist, and in areas in which certification is not available at the bachelor's degree level.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Code §§16-3-11, 16-23-1 and 16-23-2 (1975).

History: New 12-19-78, repealed 12-8-94, effective 12-31-96; new adopted 12-8-94, effective 1-1-97, repealed 11-14-96 and amended repealed date of original chapter to 6-30-97 new adopted 1-9-97 effective 7-1-97; amended: 6-14-99; effective 7-19-99.

290-3-2-.03 Certificates

(1) Types of Certificates

(a) Professional Educator Certificates

1. Bachelor's, Master's, and Sixth-Year Level Certificates for Teachers

Certificate	Grade/Age Levels	Bachelor's	Master's	Sixth-Year
Collaborative Special Education	K-6	a, b, c	a, c, d	a, c, e
Collaborative Special Education	6-12	a, b, c	a, c, d	a, c, e
Early Childhood Special Education	P-3	a, b	a, d	a, e
Early Childhood	P-3	a, b	a, d	a, e
Elementary	K-6	a, b	a, d	a, e
Elementary-Secondary	P-12	a, b, c	a, c, d	a, c, e
Middle School	4-8	a, b, c	a, c, d	a, c, e
Secondary	6-12	a, b, c	a, c, d	a, c, e
Special Education	P-12	a, b, c	a, c, d	a, c, e

^aMeet all requirements for the professional educator certificate in the teaching field(s) at this level as prescribed in rule .02, Approaches to Certification, including passing the required nationally-normed test.

^bHold an earned bachelor's degree from a regionally accredited senior institution of higher education.

^cBe endorsed only in teaching fields specified as Current Areas of Endorsement in the Department's Subject and Personnel Codes, including a generalist endorsement on a Middle School Professional Certificate.

^dHold an earned master's degree from a regionally accredited senior institution of higher education.

^eComplete an approved sixth-year program, or hold an earned education specialist or doctoral degree from a regionally accredited senior institution of higher education.

2. Master's and Sixth-Year Level Certificates for Instructional Support Personnel

Instructional Support Area	Grade Levels	Master's	Sixth-Year
Educational Administrator	P-12	b, e	c, e
Principal	P-6	b, d, e	c, d, e
Principal	6-12	b, d, e	c, d, e
Principal	P-12	b, d, e	c, d, e
School Counselor	P-12	a, b	a, c
School Library-Media Specialist	P-12	a, b	a, c
School Psychologist	P-12	a, b	a, c
School Psychometrist	P-12	a, b	a, c
Superintendent	P-12	b, d, e	c, d, e
Supervisor	P-12	b, d, e	c, d, e
Vocational Administrator	6-12	b, d, e	c, d, e

^aMeet all requirements for the professional educator certificate in the area at this level as prescribed in rule .02, Approaches to Certification. Individuals must also pass the required nationally-normed test and complete two years of satisfactory educational experience, except for those seeking certification through the Nationally Certified School Psychologist Approach.

^bHold an earned master's degree from a regionally accredited senior institution of higher education.

^cComplete an approved sixth-year level program, or hold an earned education specialist or doctoral degree from a regionally accredited senior institution of higher education.

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^dComplete certification requirements for principal, superintendent, supervisor, or vocational administrator only through the provisions of a reciprocal agreement.

^eMeet all requirements for the professional educator certificate in the area at this level as prescribed in rule .02, Approaches to Certification. Individuals must also pass the required nationally-normed test and complete two years of satisfactory educational experience. For individuals seeking certification through the approved program route or through reciprocity, at least one of the two years must have been P-12 classroom teaching experience.

(b) Alternative Certificates

	Alternative Baccalaureate-Level Certificate			Special Alternative Certificate ^{a, c}						
Grade/Age Levels	K-8 a, b	6-8 a	9-12 a, b, d	P-3	P-3	K-6	4-8	6-12	P-12	P-3, K-6, 6-12, P-12
Teaching Fields	e	f	f	ECSE g	EC h	EL i	MIDDLE j	SEC j	EL/SEC j	SPED j
Name of Certificate	k	k	k	l	l	l	l	l	l	l
Resulting Professional Educator Certificate	m, o	n, o	n, o	p	p	p	p	p	p	p

^aShall be requested only by a local superintendent of education or a headmaster of a nonpublic school who wishes to employ the individual in the area for which the certificate is sought. A bachelor's or higher degree from a regionally accredited institution of higher education is required. These certificates are issued only at the bachelor's degree level, are valid for one year, and may be reissued as prescribed on the appropriate supplement. Issuance of the Alternative Baccalaureate-Level Certificate is based upon the completion of requirements as prescribed on Supplement ABC.

^bIssuance of the Alternative Baccalaureate-Level Certificate for Grades K-8 and 9-12 shall be approved by the State Board of Education.

^cIssuance of the Special Alternative Certificate is based upon the completion of requirements as prescribed on Supplement SAF.

^dAlternative Baccalaureate-Level Certificates endorsed in speech and language impaired shall not be issued with a valid period beginning after July 1, 2007.

^eTeaching fields: art, French, German, Japanese, Latin, instrumental music, vocal/choral music, Russian, and Spanish.

^fBe endorsed only in secondary teaching fields specified as Current Areas of Endorsement in the Department's Subject and Personnel Codes.

^gEarly childhood special education.

^hEarly childhood.

ⁱElementary.

^jTeaching fields appropriate to the Alternative Fifth-Year Program being completed are specified in the Department's Subject and Personnel Codes.

^kAlternative Baccalaureate-Level Certificate.

^lSpecial Alternative Certificate.

^mBachelor's degree level Elementary-Secondary Professional Certificate (Grades P-12).

ⁿBachelor's degree level Secondary Professional Certificate (Grades 6-12) except for art, English as a second language, music (instrumental or vocal/choral), physical education and special education. Individuals completing requirements for these teaching fields will receive bachelor's degree level elementary-secondary certification.

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290-3-2-.03(1)(b) footnote "o"

290-3-2-.03(1)(c)2.(i)(II)

^aIssuance of the bachelor's degree level professional educator certificate is based upon the completion of all coursework as prescribed on Supplement ABC, three consecutive years of satisfactory, full-time teaching experience in the same school system or nonpublic school while holding the Alternative Baccalaureate-Level Certificates, and passing the required nationally-normed test.

^aIssuance of the master's degree level professional educator certificate is based upon completion of the Alternative Fifth-Year Program as prescribed in rule 290-3-3-.44, and passing the required nationally-normed test as prescribed on the Application for Alabama Certification.

(c) Career/Technical Certificates Endorsed In Technical Education or Healthcare Science and Technology

Type ^a	Degree Equivalency	Valid Period ^b	Renewable
Level 1 Technical Education only	Bachelor's	3 years	No
Level 2 Technical Education	Bachelor's	5 years	No
Level 2 Healthcare Science and Technology	Bachelor's	3 years	No
Level 3 Technical Education	Master's	5 years	Yes
Level 3 Healthcare Science and Technology	Master's	3 years	No
Level 4	Master's	5 years	Yes
Level 5	Sixth-year	5 years	Yes
Type II ^c	Bachelor's	5 years	Yes
Type III ^c	Bachelor's	5 years	Yes

^aUpon issuance of a higher level Career/Technical Certificate than that which is currently held, any prerequisite level Career/Technical Certificate(s) will be eliminated.

^bAll requirements for a Career/Technical Certificate bearing the July 1 date of a given year must be met prior to September 1 of that year. If requirements are met after September 1, the certificate will be dated the following July 1.

^cThese certificates were issued on the basis of rules in effect prior to July 1, 1997.

1. General Requirements for Career/Technical Certificates

(i) The certificate endorsed in technical education shall be issued for technical teachers of secondary vocational subjects at Levels 1, 2, 3, 4, or 5.

(ii) The certificate endorsed in healthcare science and technology shall be issued for secondary healthcare science and technology teachers at Levels 2, 3, 4, or 5.

(iii) Applications for the Level 1 certificate endorsed in technical education, and the Levels 2 and 3 certificates endorsed in healthcare science and technology shall be processed only at the request of the employing superintendent as prescribed on Supplement C/T and upon the approval of the experience by the vocational director of the Department.

2. Specific Requirements for the issuance of Levels 1, 2, 3, 4, and 5 Career/Technical Certificates endorsed in technical education:

(i) The Level 1 certificate endorsed in technical education shall be issued to an individual who has:

(I) A minimum of 14,000 clock hours (seven years) of work experience in the past ten years as a wage earner in the technical enterprise that is to be taught and graduated from high school or completed the equivalent of a high school diploma; or

(II) Graduated from an approved postsecondary career/technical training program and has 6,000 clock hours (three years) of work experience within the eight years immediately preceding the submission date of the application in a technical enterprise in the occupation that will be taught.

(ii) The Level 2 certificate endorsed in technical education shall be issued to an individual who:

(I) Is eligible to hold a Level 1 or a Type II or Type III certificate endorsed in technical education;

(II) Has earned credit with a grade of C or above in coursework to include content stipulated below at a regionally accredited senior institution:

I. Special Needs in Career/Technical Education

II. Course Development and Evaluation in Career/Technical Education

III. Methods of Teaching Career/Technical Education

IV. Classroom/Laboratory Management and Student Leadership Development

V. Learning Resources and Technology in Career/Technical Education

(III) Has completed the appropriate Department-approved New Teacher Institute;

and

(IV) Has passed a State Board of Education approved occupational proficiency examination in the technical education area that is to be taught.

(iii) The Level 3 certificate endorsed in technical education shall be issued to an individual who:

(I) Is eligible to hold a Level 2 certificate endorsed in technical education; and

(II) Has earned at least 45 semester/70 quarter hours of credit with a grade of C or above in the following coursework at a regionally accredited junior or senior institution:

I. Level 3 Career/Technical Certificate Endorsed In Technical Education

Required Courses	Number of Courses
English	2
Speech	1
History	1
Principles of Career/Technical Education	1
Safety	1
Career/Technical Student Organizations	1
Computer Applications	1
Mathematics	1
Physical Sciences	1
Economics	1

II. Has earned additional electives from a state-approved teacher education program in technical education to complete the total 45 semester/70 quarter hours. Credit earned to meet the Level 2 certificate shall not be applied toward the Level 3 certificate.

(iv) The Level 4 certificate endorsed in technical education shall be issued to an individual who:

(I) Is eligible to hold a Level 3 certificate endorsed in technical education; and

(II) Has completed an approved teacher education program in technical education at the bachelor's degree level.

(v) The Level 5 certificate endorsed in technical education shall be issued to an individual who:

(I) Is eligible to hold a Level 4 certificate endorsed in technical education; and

(II) Has completed an approved teacher education program in technical education at the master's degree level.

3. Specific requirements for the issuance of Levels 2, 3, 4 and 5 Career/Technical Certificates endorsed in healthcare science and technology:

(i) The Level 2 certificate endorsed in healthcare science and technology shall be issued to an individual who provides:

- (I) Evidence of a valid license or certificate as a healthcare practitioner;
- (II) An official transcript verifying a minimum of an associate degree in the area of the valid license or certificate as a healthcare practitioner; and
- (III) Verification of 6,000 clock hours (three years) of work experience, within the six years immediately preceding the submission date of the application, as a wage earner in the area of the valid license or certificate as a healthcare practitioner.

(ii) The Level 3 certificate endorsed in healthcare science and technology shall be issued to an individual who provides:

- (I) Evidence of a valid license or certificate as a healthcare practitioner;
- (II) An official transcript verifying a minimum of a bachelor's degree in the area of the valid license or certificate as a healthcare practitioner; and
- (III) Verification of 2,000 clock hours (one year) of work experience, within the three years immediately preceding the submission date of the application, as a wage earner in the area of the valid license or certificate as a healthcare practitioner.

(iii) The Level 4 certificate endorsed in healthcare science and technology shall be issued to an individual who:

(I) Is eligible to hold a Level 2 or 3 certificate endorsed in healthcare science and technology;

(II) Has completed the appropriate Department-approved New Teacher Institute; and

(III) Has earned credit, with a grade of C or above, in coursework with content specified for the Level 2 certificate endorsed in technical education.

(iv) The Level 5 certificate endorsed in healthcare science and technology shall be issued to an individual who:

(I) Is eligible to hold a Level 4 certificate endorsed in healthcare science and technology; and

(II) Has earned a master's degree in an area of career/technical education or in the area of the valid license or certificate as a healthcare practitioner.

4. Conversion of Types to Levels

(i) Valid Type I certificates endorsed in technical education or healthcare science and technology were issued on the basis of the rules in effect prior to July 1, 1997, and shall be converted to the appropriate Level 3, 4, or 5 certificate as determined by the vocational director of the Department.

(ii) An individual holding a valid Type II or III certificate endorsed in technical education who is seeking a higher level Career/Technical Certificate shall meet the requirements for the Level 2 certificate as a prerequisite to Level 3, 4, or 5 certificates.

(iii) An individual holding a valid Type II or III certificate endorsed in healthcare science and technology who is seeking a higher level Career/Technical Certificate shall meet requirements for the Level 2 or 3 certificate as a prerequisite to Level 4, or 5 certificates.

(d) Preliminary Certificate

1. The Preliminary Certificate for instructional support areas (Grades P-12) shall be issued only:

(i) At the request of the employing superintendent or headmaster;

(ii) At the highest degree level in which the major related to the instructional support area was completed;

(iii) For school counselor, if the individual holds at least a master's degree in counseling and a valid license issued by any state's board of examiners in counseling;

(iv) For school library-media specialist, if the individual holds at least a master's degree in library science;

(v) With a valid period of two years beginning July 1 of the scholastic year for which it is requested and may be reissued one time only with a valid period of one year at the request of the employing superintendent or headmaster when all requirements for professional certification have not been met. Individuals who have held two Preliminary Certificates in an instructional support area but have not met requirements for the professional educator certificate in that area, shall no longer be eligible for certification through the Preliminary Certificate Approach for instructional support areas.

2. The Preliminary Certificate for speech and language impaired (Grades P-12) shall be issued only with a valid period beginning on or before July 1, 2007:

(i) At the request of the employing superintendent or headmaster;

(ii) At the highest degree level in which a speech-language pathology major was completed; and

(iii) With a valid period of two years beginning July 1 of the scholastic year for which it is requested and may be reissued one time only with a valid period of one year at the request of the employing superintendent or headmaster for individuals serving a majority of the time in this area. Individuals who have held two Preliminary Certificates for speech and language impaired but have not met the requirements for the professional educator certificate shall no longer be eligible for certification through the Preliminary Certificate Approach for speech and language impaired.

3. All requirements as prescribed on Supplement PRE shall be met.

4. The State Superintendent of Education shall have the authority to make an exception for the issuance of a Preliminary Certificate as prescribed on Supplement ADM.

5. The appropriate professional educator certificate may be issued through this approach when the individual has completed all requirements including passing the required nationally-normed test and submitting an Application for Alabama Certification. The professional educator certificate resulting from the Preliminary Certificate Approach may be issued in the area, at the grade level, and at the degree level of the Preliminary Certificate. Professional educator certificates resulting from the Preliminary Certificate Approach shall be issued for:

(i) Specified instructional support areas in the area, at the grade level, and at the degree level of the Preliminary Certificate upon completion of all certification requirements including two years of full-time, satisfactory instructional support experience in Alabama (which must have been a majority of the time in the area and at the grade level of certification sought) while holding the Preliminary Certificate.

(ii) Speech and language impaired upon completion of all certification requirements including two years of full-time satisfactory experience in speech and language impaired in Alabama while holding the Preliminary Certificate.

(e) Interim Certificate

1. An Interim Certificate may be issued only:

(i) At the request of the employing superintendent or headmaster;

(ii) When all requirements for an initial professional educator certificate are met after September 1; and

(iii) In the area, at the grade level, and at the degree level of the program completed.

2. The valid period of the certificate shall be one year and for the same scholastic year in which the requirements were met, and it shall not be extended or renewed.

(f) Emergency Certificate

1. The Emergency Certificate shall be issued only:

(i) At the request of the employing superintendent or headmaster;

(ii) In cases of emergency when individuals who hold valid Alabama certificates are not available;

(iii) At the bachelor's degree level and for individuals who hold at least an earned bachelor's degree; and

(iv) As prescribed on Supplement EMG.

2. The valid period of the certificate shall be one year, and it shall not be extended or renewed.

(g) ROTC Certificate

1. The ROTC Certificate shall be issued only:

(i) At the request of the employing superintendent or headmaster who certifies that the applicant has been recommended and approved by the military to serve as a ROTC instructor; and

(ii) As prescribed on Supplement RTC.

2. The valid period of the ROTC Certificate shall be five years. It may be reissued by following the same procedure used in issuing the initial ROTC Certificate.

(h) Substitute Teacher's License

1. The Substitute Teacher's License shall be issued only:

(i) At the request of the employing superintendent or headmaster;

(ii) For an individual to serve as a substitute teacher and cannot be used as the basis for employment as a regular, full-time teacher;

(iii) As prescribed on the Application for a Substitute Teacher's License; and

(iv) For an individual who has graduated from high school or completed the equivalent of a high school program as verified by an official transcript or copy of the diploma. Required documentation shall be kept on file by the employing superintendent. A certificate of attendance shall not meet this requirement.

2. The valid period of the license shall be five years. It may be reissued by following the same procedure used in issuing the initial Substitute Teacher's License.

(2) Valid Periods

(a) All requirements for a professional educator certificate bearing the July 1 date of a given year must be met prior to September 1 of that year. If requirements are met after September 1, the certificate will be dated the following July 1.

(b) The valid periods of all professional educator certificates issued on or after July 1, 1997, shall be five years unless all requirements based on rules in effect prior to July 1, 1997, were met prior to September 1, 1997, and the application submission date is by October 31, 1997. All valid periods shall begin on July 1 and shall end on June 30.

(c) The valid periods of professional educator certificates issued prior to July 1, 1997, shall be changed to five years when they are renewed or when the expiration date of a five-year certificate issued after July 1, 1997, extends beyond the expiration date of those certificates. At that time, the valid periods of all professional educator certificates shall be given the date of the most recent five-year certificate.

(d) When an additional professional educator certificate is issued on or after July 1, 1997, except as prescribed in .03(2)(b), the valid period of the new certificate(s) shall be five years; and

1. The valid period of the existing professional educator certificate(s) shall not change if the remaining valid period of the existing professional educator certificate(s) is five years or more; or

2. If the remaining valid period of the existing professional educator certificate(s) is less than five years, the valid periods of all professional educator certificates shall change to the valid period of the new certificate.

(e) When a new endorsement is added to an existing valid professional educator certificate on or after July 1, 1997 except as prescribed in .03(2)(b):

1. The valid period of the existing professional educator certificate(s) shall not change if the remaining valid period of those certificates is five years or more; or

2. If the remaining valid period of the existing professional educator certificate(s) is less than five years, the valid period of all professional educator certificates shall change to the current five year period.

(f) Additional information regarding the valid periods of Alternative Certificates, Career/Technical Certificates, Preliminary Certificates, ROTC Certificates, and Substitute Teacher's Licenses is contained in rule .03(1), Types of Certificates.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Code §§16-3-11, 16-23-1 and 16-23-2 (1975).

History: New 12-19-78, repealed 12-8-94, effective 12-31-96; new adopted 12-8-94, effective 1-1-97, repealed 11-14-96 and amended repealed date of original chapter to 6-30-97 new adopted 1-9-97 effective 7-1-97; amended: 6-14-99; effective 7-19-99; amended 9-1-99; effective 10-14-99.

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290-3-2-.04 Renewal Requirements.

(1) Continue

(a) To continue a certificate is to update it without allowing it to lapse by meeting requirements prior to September 1 of the year of its expiration, and submitting the application no later than December 31 of the calendar year of the certificate's expiration.

(b) All professional educator certificates and renewable Career/Technical Certificates continued on or after July 1, 1997, shall be valid for five years unless all requirements based on rules in effect prior to July 1, 1997, were met prior to September 1, 1997, and the application submission date is by October 31, 1997.

(c) Professional educator certificates and renewable Career/Technical Certificates may be continued with verification of:

1. Three years of satisfactory educational experience and either 5 allowable Continuing Education Units (CEUs), which equate to 50 clock hours of professional development, or 3 semester/4 quarter hours of allowable credit; or

2. 5 allowable CEUs and 3 semester/4 quarter hours of allowable credit; or

3. 6 semester/9 quarter hours of allowable credit.

4. The continuation of a Career/Technical Certificate endorsed in healthcare science and technology shall require verification of a valid license or certificate as a healthcare practitioner.

5. Type II or III certificates endorsed in technical education or healthcare science and technology issued on the basis of rules in effect prior to July 1, 1997, may be continued but not reinstated. At the time of renewal these certificates shall be subject to the current valid periods and renewal requirements.

(d) For every year of employment as a superintendent during the validity period of the certificate to be renewed, individuals must also complete 50 clock hours of professional development yearly prior to September 1 beginning with the 1999-2000 scholastic year. Sixth-year level and doctoral credit earned in the area of administration from a regionally accredited senior institution may be used to meet this professional development requirement (3 semester/4 quarter hours will equate to 50 clock hours of professional development). (Note: This shall meet the professional development requirement outlined in (c) above.)

(e) All educational experience, CEUs, and credit hours applied toward the continuation of a certificate shall be completed during the valid period of the current certificate but no later than September 1 of the year of expiration of the certificate.

(f) Professional educator certificates and renewable Career/Technical Certificates shall not be continued prior to the calendar year of their expiration.

(2) Reinstate

(a) To reinstate a lapsed certificate is to validate it by meeting requirements on or after September 1 of the year of its expiration.

(b) All professional educator certificates reinstated on or after July 1, 1997, shall be valid for five years unless all requirements based on rules in effect prior to July 1, 1997, were met prior to September 1, 1997, and the application submission date is by October 31, 1997.

(c) Expired certificates may be reinstated, except those designated as not eligible for reinstatement in the current issue of the Department's Subject and Personnel Codes and those Career/Technical Certificates designated herein as certificates that cannot be reinstated:

1. With verification of 9 semester/14 quarter hours of allowable credit earned within five years prior to the beginning date of the reinstated certificate. A maximum of 5 allowable CEUs, which equate to 3 semester/4 quarter hours, may be applied to this requirement; or

2. If, within the ten years immediately preceding the submission date of the renewal application, the individual verifies having met the continuation requirements as previously listed for each of the two five-year periods.

3. The reinstatement of a Career/Technical Certificate endorsed in healthcare science and technology shall require verification of a valid license or certificate as a healthcare practitioner.

4. Type I, II, or III certificates endorsed in technical education or healthcare science and technology that lapse shall not be reinstated. In this case, individuals who are seeking current career/technical certification in technical education shall meet the requirements for Level 1, 2, 3, 4, or 5 certificates and individuals who are seeking current career/technical certification in healthcare science and technology shall meet the requirements for Level 2, 3, 4, or 5 certificates endorsed in healthcare science and technology.

(3) Information regarding the renewal or reissuance of Alternative Certificates, Preliminary Certificates, ROTC Certificates, and Substitute Teacher's Licenses is contained in rule .03(1), Types of Certificates.

(4) Allowable Credits

(a) Semester or quarter hours of credit earned and applied toward renewal shall be:

1. Earned through regionally accredited senior institutions with state-approved teacher education programs, and shall be part of one of those programs;

2. Upper division or graduate level for renewal of bachelor's level professional certification, Type II or III certificates, the Level 3 Career/Technical Certificate endorsed in technical education and the Level 4 Career/Technical Certificate endorsed in technical education or healthcare science and technology; graduate level for renewal of master's or sixth-year level certification and the Level 5 Career/Technical Certificate endorsed in technical education or healthcare science and technology;

3. In teaching field coursework, professional education coursework, or coursework applicable toward meeting requirements for additional certification;

4. Earned prior to September 1 of the year for which the certificate's new valid period is to become effective; and

5. Limited to course credit in which a grade of C or above has been earned for bachelor's level professional certification, Type II or III certificates, the Level 3 Career/Technical Certificate endorsed in technical education and the Level 4 Career/Technical Certificate endorsed in technical education or healthcare science and technology and a grade of B or above has been earned for master's or sixth-year level certification and the Level 5 Career/Technical Certificate endorsed in technical education or healthcare science and technology.

(b) Continuing Education Units earned and applied toward renewal shall be:

1. Based on the individual's professional growth needs as identified through performance evaluations, if employed;

2. Related to professional education with consideration given to the sponsoring organization, the professional qualifications of the presenter and the purposes, goals and evaluation of the activity;

3. Verified as prescribed on the Application for Alabama Certification; and

4. Earned no later than September 1 of the year for which the certificate's new valid period is to become effective.

5. For superintendents, this professional development must be planned, organized learning experiences designed to enhance the practice of administration for the purpose of improving public education. Verification must be submitted to the State Superintendent of Education on the State annual CEU report form no later than December 31 each year beginning December 31, 2000.

(5) All professional certificates previously designated as nonrenewable shall become renewable.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Const. Amend. 284, Ala. Code §§16-3-11, 16-23-1 and 16-23-2 (1975).

History: New 12-19-78, repealed 12-8-94, effective 12-31-96; new adopted 12-8-94, effective 1-1-97, repealed 11-14-96 and amended repealed date of original chapter to 6-30-97 new adopted 1-9-97 effective 7-1-97; amended: 6-14-99; effective 7-19-99.

290-3-2-.05 Revocation and Suspension of Certificates.

(1) Authority of the State Superintendent of Education.

(a) The Superintendent shall have the authority under existing legal standards to:

1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code §16-23-5 (1975).

2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action is resolved by that state.

3. Suspend or revoke an individual's certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action. The suspension or revocation shall expire upon reinstatement of the certificate or license by the other state.

4. Refuse to issue, suspend, or recall a certificate for just cause.

5. Revoke any certificate where there has been an alteration of the certificate by any certificate holder or by any other person or agency with intent to mislead or defraud. It shall be incumbent upon the certificate holder to establish evidence of the absence of intent to mislead or defraud.

(b) This rule shall also apply to individuals holding a Substitute Teacher's License.

(c) Each superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or nonrenewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action. Superintendents shall provide personnel records and all investigative information immediately upon request by the State Superintendent of Education. Superintendents shall not be required to report teachers who are nonrenewed without cause. Failure to comply may result in disciplinary action against the employing superintendent.

(2) Certification Review Process

(a) When notification is received for an individual who has been convicted of or entered a plea of no contest to a felony or misdemeanor other than a minor traffic violation, a review of the individual's application or certification status shall be conducted to determine whether or not to recommend a hearing.

(b) All reviews shall be thorough and concluded as expeditiously as possible. Information discovered in the course of the review not relevant to the question of certification shall be disregarded. All documents shall be deemed investigatory documents and remain confidential during the course of the review.

(c) Upon completion of the review, a recommendation shall be made to the Superintendent and the process prescribed in rule .05(2) through (6) shall apply as appropriate.

(3) Hearing Procedures.

(a) Notice of Proposed Action. A proposed action against an individual's certificate or license shall be initiated by service of a written notice of the proposed action, and shall contain a statement of:

1. The nature of the hearing;
2. The legal authority and jurisdiction under which the hearing is to be held;
3. Reference to the particular sections of statutes and rules involved; and
4. The reasons for the proposed action. If the Department is unable to state the reasons in detail at the time the notice is served, the initial notice may be limited to a statement of the issues involved. Thereafter, upon application by the respondent, a more definite statement may be furnished.

(b) Service of Notice. The notice may be served by personal service or certified mail, return receipt requested.

(c) Request for Hearing. A respondent may request in writing a hearing to contest a proposed action.

1. The request shall be submitted to the Superintendent within 15 calendar days of the date of receipt of notice of the proposed action.

2. Failure to request a hearing within the above time frame shall constitute a waiver of the opportunity for a hearing and shall cause the matter to be submitted to the Superintendent for final action.

3. If a hearing is requested within the above time frame, the Superintendent may appoint a hearing officer conduct the hearing. Within a reasonable amount of time prior to the hearing, both parties shall exchange all documents to be introduced into evidence at the hearing.

(d) Conduct of Hearing.

1. A hearing officer shall have the authority to:

- (i) Establish a date, time and place for the hearing;
- (ii) Maintain order;
- (iii) Make a record of the proceedings;
- (iv) Establish reasonable time limits for the conduct of the proceedings;
- (v) Rule on the admissibility of evidence;
- (vi) Hold a prehearing conference, if necessary, to clarify the matters in dispute; establish the order of presentation; allow and establish time limits for the exchange of exhibits and names of witnesses; and
- (vii) Enter an order on any other matter which would effect the conduct of the hearing.

2. The hearing shall be open to the public.

3. A respondent may be represented by counsel at his/her own expense.

(e) Settlement. Informal dispositions may be made of any matter set for hearing by stipulation, agreed settlement, consent order or default or by another method agreed upon by the parties in writing.

(f) Record of Proceedings.

1. The record of a hearing shall include:

- (i) The notice of proposed action;
- (ii) The request for a hearing;
- (iii) All evidence received during the hearing;
- (iv) A transcript of the proceedings;
- (v) A statement of all matters officially noticed;
- (vi) All questions and offers of proof, objections and rulings thereon;
- (vii) The written recommendation of the hearing officer; and
- (viii) The final order of the Superintendent.

2. Oral proceedings shall be recorded either by mechanized means or by a qualified shorthand reporter. Oral proceedings shall be transcribed at the request of any party with the expense of transcription charged to the requesting party. The record of oral proceedings shall be maintained by the Department for five years from the date of entry of the final order of the Superintendent.

(g) Rules of Evidence. The rules of evidence as provided in Ala. Code §41-22-13 (1975) shall apply to all hearings conducted under these rules.

(h) Final Order:

1. Upon completion of a hearing, the hearing officer shall prepare for and submit to the Superintendent a written recommendation with respect to the proposed action. The recommendation shall consist of a statement of facts found by the hearing officer and a recitation of the application of the facts found to the applicable statutes and regulations. The recommendation along with the record shall be submitted to the Superintendent within 30 days after the hearing is concluded. The 30-day period may be extended at the discretion of the hearing officer.

2. Based upon a review of the record of the hearing and the recommendation of the hearing officer, the Superintendent shall issue a final order within 30 days after the recommendation is received.

(i) The 30-day period may be waived or extended with the consent of the parties.

(ii) The final order may accept, reject, or modify the recommendation of the hearing officer.

(4) **Application for Rehearing.** Any party may, within 15 days after entry of the final order, file an application for rehearing pursuant to the provisions of Ala. Code §41-22-17 (1975).

(5) **Summary Proceeding.**

(a) If, after a reasonable and diligent effort, service of notice of a proposed action is not perfected, the Superintendent may make a summary disposition of the matters reflected in the notice of proposed action.

(b) The Superintendent may suspend a current teacher certificate, refuse to renew a teacher certificate, or refuse to issue a teacher certificate either indefinitely or until the expiration of the valid period of the teacher certificate, as the case may be, until such time as the whereabouts of the teacher becomes known. At such time, the Superintendent may serve the respondent with a notice of proposed action.

(6) **Judicial Review.** A teacher who has exhausted all administrative remedies available and who is aggrieved by a final order of the Superintendent may seek judicial review pursuant to the provisions of Ala. Code §§41-22-20 and 41-22-21 (1975).

(7) **Report of Final Dispositions.** Upon final order of the Superintendent to revoke, recall, suspend, or refuse to issue the teacher's certificate, the Department shall report the final disposition to the National Association of State Directors of Teacher Education and Certification Clearinghouse or its agent.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Const. Amend. 284, Ala. Code §§16-3-11, 16-23-1 and 16-23-2 (1975).

History: New 12-19-78, repealed 12-8-94, effective 12-31-96; new adopted 12-8-94, effective 1-1-97, repealed 11-14-96 and amended repealed date of original chapter to 6-30-97 new adopted 1-9-97 effective 7-1-97; amended: 6-14-99; effective 7-19-99.

290-3-2-.06 Glossary.

(1) **Applicant.** An individual who submits or has submitted by or through a teacher education institution, a prospective employer, or an employer, an application or other request to the Alabama State Department of Education for any certification or license issued by the Teacher Education and Certification Office. An applicant shall further include an individual who is employed by a local board or any nonpublic school, to act in any capacity in which the applicant will have unsupervised access to children in an educational environment.

(2) **Area.** Any teaching or instructional support field.

(3) **Background Clearance.** Confirmation by the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI), resulting from a fingerprint review, that an applicant has no criminal history.

(4) **Board.** The Alabama State Board of Education.

(5) **Certification Official.** The individual serving as the certification officer of a senior college or university shall be designated as certification official.

(6) **Child Abuse Crime.** As defined in the Alabama Child Protection Act of 1999, any crime committed under the law of the state that involves the physical or mental injury, sexual abuse or exploitation, or maltreatment of a child. Conviction of this crime shall cause an applicant to be deemed unsuitable for employment (refer to suitability letter).

(7) **Church-related/Parochial School.** Includes only such schools as offer instruction in Grades K-12, or any combination thereof including the kindergarten, elementary, or secondary level and are operated as a ministry of a local church, group of churches, denomination, and/or association of churches on a nonprofit basis which do not receive any state or federal funding. Refer to Ala. Code §16-28-1 (1975).

(8) **Department.** The State of Alabama Department of Education, P. O. Box 302101, Montgomery, Alabama 36130-2101.

(9) **Educational Experience.** Teaching experience and instructional support experience, include full-time educational work in: (a) any state or local public school, regionally accredited postsecondary school, educational agency, or educational association; (b) an accredited, state registered, state-approved, and/or church-related nonpublic school; and (c) rehabilitation facilities for P-12 students. Educational experience as an intern, graduate assistant, student teacher or in positions such as substitute teacher, aide, or clerical worker, shall not be considered appropriate. Experience which is not categorized as any of the above shall be considered on an individual basis.

(10) **Levels of Professional Educator Certificates.**

Sixth-year Program Level and above (Class AA)

Master's Degree Level (Class A)

Bachelor's Degree Level (Class B)

(11) **Mentor.** A teacher or instructional support person employed by a local school system who has at least three years of successful teaching experience; has demonstrated effectiveness in the performance of his or her work; and is designated by the local superintendent to provide guidance, support, and assistance in the development and improvement of the professional skills and understanding to a beginning teacher or instructional support person.

(12) **Nonpublic School.** Includes church-related/parochial schools, federally operated schools (Grades P-12), and schools that are not public which are accredited, state-approved and/or state registered. (See also Church-related/Parochial School.)

(13) **Office.** Teacher Education and Certification Office of the State Department of Education.

(14) **Preschool.** Any level prior to kindergarten.

(15) **Professional Development.** Educational experiences which are approved by the employing superintendent or headmaster and designed to result in the professional growth of educational personnel.

(16) **Proper Certification.** Proper certification is defined as having a valid certificate in the teaching field or instructional support area in which the person is assigned. The current issue of the Department's Subject and Personnel Codes, shall be used to determine proper certification.

(17) **Reasonable Suspicion.** Reasonable articulable grounds to believe that a crime has been committed by the individual

(18) **Reciprocity.** Agreements between states which facilitate the certification of teachers and instructional support personnel.

(19) **Regional Accrediting Agency.** An organization which is recognized by the United States Secretary of Education, is listed in the Higher Education Directory under "Regional Institutional Accrediting Associations," and gives official approval to institutions within a particular area based on set standards.

(20) **Renewal.** The continuation or reinstatement of a certificate.

(21) **Required Test.** The nationally-normed test approved by the Board for the certification of teachers and instructional support personnel.

(22) **Revocation.** The process of taking adverse action against a certificate or license.

(23) **Scholastic Year.** Begins with the first day of July and ends with the thirtieth day of June each year. Refer to Ala. Code §16-1-1 (1975).

(24) **Senior Institution.** A college or university which offers at least the baccalaureate degree.

(25) **State-approved Program.** A teacher education program offered by any college or university which has been approved by that state's teacher education program approving agency. Alabama programs shall be designated as State-approved. Reference to any state other than Alabama shall be designated as state-approved.

(26) **Submission Date.** The date an application or any supporting document is received in the Office.

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(27) Superintendent. The Alabama State Superintendent of Education shall be designated as the Superintendent. The Alabama local city or county superintendent shall be designated as superintendent.

(28) Suitability Letter. Letter issued by the Alabama State Superintendent of Education to nonpublic school headmasters or superintendents in response to a background check indicating a noncertified or classified employee's fitness for employment as prescribed in the Alabama Child Protection Act of 1999 (refer to definition of child abuse crime).

(29) Teaching Field. Area(s) of concentration endorsed on a certificate.

(30) Upper Division. Coursework designated by an institution of higher education to be at the junior or senior level of baccalaureate study.

(31) Valid Period. The dates during which a certificate is in effect.

Author: Dr. Ed Richardson

Statutory Authority: Ala. Const. Amend. 284, Ala. Code §§16-3-11, 16-23-1 and 16-23-2 (1975).

History: New 12-19-78, repealed 12-8-94, effective 12-31-96; new adopted 12-8-94, effective 1-1-97, repealed 11-14-96 and amended repealed date of original chapter to 6-30-97 new adopted 1-9-97 effective 7-1-97; amended: 6-14-99; effective 7-19-99; amended 9-9-99; effective 10-14-99.

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290-3-2-.07 Certification/Licensure Forms.

(1) Form ABC: Supplement ABC

Completed for individuals seeking an Alternative Baccalaureate-Level Certificate.

(2) Form ADM: Supplement ADM

Completed when the State Superintendent of Education is considering an exception to allow the issuance of a Preliminary Certificate.

(3) Form APP: Application for Alabama Certification

Completed by individuals seeking the issuance or renewal of any Alabama certificate.

(4) Form C/T: Supplement C/T

Completed for individuals seeking a Level 1 Career/Technical Certificate in Technical Education or a Level 2 or 3 Career/Technical Certificate in Healthcare Science and Technology.

(5) Form CER: Supplement CER (Verification of Out-of-State Certificates)

Completed for individuals to verify certificates held in other states.

(6) Form CLA: Supplement CLA

Completed by individuals seeking Alabama certification through one of the following: Speech and Language Impaired Approach, Nationally Certified School Psychologist Approach, or the National Board for Professional Teaching Standards Approach.

(7) Form CON: Request for Change of Name and/or Address

(8) Form DUP: Duplicate Certificate Request

(9) Form EMG: Supplement EMG

Completed for individuals seeking an Emergency Certificate.

(10) Form EMP: Background Review Consent Form

Completed by individuals submitting fingerprints for a criminal history background check.

(11) Form EXP: Supplement EXP

Completed for verification of educational experience in Alabama or any other state, and for verification of Continuing Education Units (CEUs) earned through Alabama school systems.

(12) Form NAL: Supplement NAL (Recommendation for Certification Based on Completion of an Alabama State-Approved Program)

(13) Form OAL: Supplement OAL (Recommendation for Certification Based on Completion of an Approved Program at an Institution Outside of Alabama)

(14) Form PRE: Supplement PRE

Completed for individuals seeking a Preliminary Certificate other than by Superintendent exception.

SUPP. NO. 97-2
290-3-2-.07(15)

TEACHER CERTIFICATION

290-3-2-.07(18)

(15) Form REL: Release Form for Fingerprint Processing

(16) Form RTC: Supplement RTC

Completed for individuals to serve as ROTC instructors.

(17) Form SAF: Supplement SAF

Completed for individuals seeking a Special Alternative Certificate through the Alternative Fifth-Year Level Approach.

(18) Form SUB: Application for a Substitute Teacher's License

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STATE OF ALABAMA
DEPARTMENT OF EDUCATION
TEACHER EDUCATION AND CERTIFICATION OFFICE
 5201 GORDON PERSONS BUILDING
 POST OFFICE BOX 302101
 MONTGOMERY, AL 36130-2101

telephone: (334) 242-9977 fax: (334) 242-0498 e-mail: tcert@sdenet.alsde.edu

ALABAMA LEA USE ONLY

If new employee to the System, check one:

Certificated/Licensed Position _____

Noncertificated/Nonlicensed Position _____

BACKGROUND REVIEW CONSENT FORM

THIS DOCUMENT MUST BE SIGNED BY EACH APPLICANT SUBMITTING FINGERPRINTS FOR A CRIMINAL HISTORY BACKGROUND REVIEW.

School System or Nonpublic School in Alabama Where I Am Employed _____

Submitted for: ☐ Certificate ☐ License (substitute) ☐ Employment

I. Personal Data:

Applicant:

Title (e.g., Mr., Mrs.) _____ First _____ Middle _____ Maiden _____ Last Name _____ Suffix (e.g., Jr., Sr.) _____

Permanent Address:

Street/Apt./P.O. Box/Route and Box _____ City _____ State _____ ZIP Code _____

Social Security Number _____

Date of Birth (Month/Day/Year) _____

Work Telephone Number _____

Home Telephone Number _____

FOR STATISTICAL PURPOSES ONLY

Race (check one): ☐ (01) White ☐ (04) American Indian

☐ (02) Black ☐ (05) Asian

☐ (03) Hispanic ☐ (06) Other

Sex (check one): ☐ (F) Female ☐ (M) Male

II. I understand that a criminal history background check shall be completed.

III. Check Yes or No

☐ Yes ☐ No Have you ever been convicted of a crime that bears upon your fitness to teach or to have responsibility for the safety and well being of children? If you answer "yes," a description of the crime and particulars of the conviction must be submitted.

IV. I understand that my failure to give written permission for a criminal history background check will result in my not being employed. I further understand that failure to reveal a prior conviction may cause my dismissal for falsifying application information.

V. I am aware I have the right to obtain a copy of the background check report and to challenge its accuracy and completeness. I am also entitled to due process in accordance with applicable statutes prior to any possible adverse action taken as a result of information reported from a criminal history background check.

VI. If I am seeking employment or am employed with a nonpublic school, I give consent for the release of criminal history background information to the State Superintendent of Education, and I understand the same shall provide a suitability determination based on the criminal history background review to the chief executive officer of the nonpublic school.

Signature

Date



**STATE OF ALABAMA
DEPARTMENT OF EDUCATION
TEACHER EDUCATION AND CERTIFICATION OFFICE**

5201 GORDON PERSONS BUILDING
POST OFFICE BOX 302101
MONTGOMERY, AL 36130-2101

telephone: (334) 242-9977 fax: (334) 242-0498 e-mail: tcert@sdenet.alsde.edu

RELEASE FORM FOR FINGERPRINT PROCESSING

THIS DOCUMENT MUST BE WITNESSED AND SIGNED BY TWO (2) WITNESSES, OR NOTARIZED BY A NOTARY PUBLIC.

STATE OF ALABAMA

School System or Nonpublic School in Alabama Where I Am Employed _____

_____ Address

My name is _____ I reside at _____,
city of _____, state of _____. I am possessed of
sound mind and am legally competent to execute this release. I hereby authorize the Alabama Department of Public Safety
to release any and all criminal history information about me to the Alabama State Department of Education, Teacher
Education and Certification Office, located at 50 North Ripley Street, Montgomery, Alabama 36104.

I do, hereby, for myself, my heirs, executors, and administrators release and forever discharge the Alabama Department of
Public Safety and its officers and agents from any and all claims, actions, or causes of action which may arise as a
consequence of the release of the criminal history information.

I certify that I have read this release and that I understand the significance of the same and in witness thereof I have
voluntarily signed my name on this the _____ day of _____, _____.

Signature

Social Security Number

Date of Birth

Race

Sex

Witness Signature

Sworn to and subscribed before me this _____ day of

Address

City

State

ZIP Code

Seal and Signature of Notary Public

Witness Signature

My Commission Expires: _____

Address

City

State

ZIP Code

TO BE COMPLETED BY THE STATE DEPARTMENT OF EDUCATION:
Person requesting this record:

June H. Mabry, State Teacher Certification Officer

Social Security Number

RETURN THIS FORM AS PART OF YOUR APPLICATION PACKET WHEN A BACKGROUND CLEARANCE IS REQUIRED.

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*Professional
Education
Personnel
Evaluation
Program
of
Alabama*

ALABAMA STATE DEPARTMENT OF EDUCATION

Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36130-3901

DR. ED RICHARDSON
State Superintendent of Education

August 1998

**PROFESSIONAL EDUCATION
PERSONNEL EVALUATION PROGRAM
OF ALABAMA**

***ORIENTATION
MANUAL
for
TEACHERS***

August 31, 1998

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Alabama Professional Education Personnel Evaluation Program

Introduction

The Alabama Professional Education Personnel Evaluation Program addresses the resolution adopted by the State Board of Education in July, 1988 establishing policies and procedures requiring the development of a professional education personnel evaluation system in each local school system. However, in the event that any local board of education does not develop such an evaluation system, it is required to use the evaluation system developed by the State Department of Education. The research-based criteria used in the evaluation of professional education personnel were developed by a task force who represented superintendents; supervisors; elementary, middle, and secondary principals and teachers; business/industry; parents; school boards; higher education; specialty areas; and professional organizations and associations.

II. Mission

To assure excellence in education in Alabama's Public Schools

III. Mandate

The Alabama State Board of Education Resolution (I - 1 - f) and the Alabama Improvement Act of 1991 require the evaluation of all professional education personnel in Alabama.

IV. Statement of Purpose

The primary purpose of the Professional Education Personnel Evaluation Program is to assist educators through performance evaluation and professional growth to deliver quality educational services. Personnel evaluations should help assure that educational goals and objectives are understood and pursued, educator's performance responsibilities specified, students' needs addressed, promised services delivered, and professional capabilities advanced. Alabama's educational systems exist to meet the needs of students and society, so all elements of these systems, including personnel evaluations and professional development, should be directed toward improving performance so that the primary mission of this program can be achieved.

V. Assumptions

- A. The evaluations address educators in a professional, considerate manner so that self-esteem, motivation, professional reputation, performance, and attitude toward personnel evaluation are enhanced.
- B. The primary goal of the evaluation program is to improve performance which will assure quality in education.
- C. All educators can improve performance through evaluation that is directly linked to professional growth and development.
- D. To be effective, evaluation must be continuous and must have the commitment of trained evaluators who demonstrate competency and fairness in the evaluation process.

- E. The evaluation results are used to set performance objectives and as the basis for planning a program of professional development.
- F. The evaluations are conducted legally, ethically, and with due regard for the welfare of educators and clients of education.

VI. Outcomes

The evaluation process will provide:

- Written assessment of the current status of each educator's performance.
- Documentation of the educator's continuous performance over time.
- Increased accountability as a result of continuous, objective evaluation.
- Improved performance through participation in a strong, ongoing professional development program.
- Improved quality in education in Alabama.

Beliefs and Principles

Evaluation of programs and practices is essential to ongoing efforts to improve any profession. Evaluation is *not apart from* but *a part of* the educational process. However, sound evaluation practices must be based on a set of beliefs and principles which are congruent with the desired outcomes.

Below are stated the fundamental beliefs about the Alabama Professional Education Personnel Evaluation Program, teachers, evaluators, evaluation process and evaluation instruments. Hopefully, they are reflective of what educators across Alabama believe and desire to accomplish, just as they are reflective of the beliefs and goals of the many educators who have contributed to the development of these evaluation systems.

The Program:

1. The primary goal of the evaluation program is the improvement of teaching and learning.
2. A sound personnel evaluation program focuses on performance rather than credentials.
3. To be useful, the personnel evaluation program must be coupled with a strong professional development program.
4. To be useful, the personnel evaluation program must be coupled with a strong program of student and program assessment.

The Teacher:

1. Educators, whether teachers or administrators, want to be competent professionals.
2. All educators can improve performance.
3. It is possible to assess differences in educator performance.
4. Essential to competent performance in any position are a nucleus of behaviors and practices which can be identified, assessed and improved.

The Evaluator:

1. Rigorous and comprehensive training is essential for an evaluator.
2. The evaluators must have a commitment to improvement of education and to assisting others in their improvement.
3. The evaluator must be fair, objective, honest, ethical and of high moral character.

The Process:

1. The evaluation process should not discourage diversity in professional behavior.
2. Multiple data sources and data collection procedures are necessary to obtain a reliable picture of professional practice and behavior.

3. Effectiveness of educational practices and teacher behavior must be assessed in light of learner, school, and/or school system characteristics, needs and organization structures.
4. The evaluation process should focus on the identification of patterns of behavior.

The Evaluation Instrument:

1. No single instrument is adequate for assessing educator performance.
2. Evaluation instruments must be developed from the criteria upon which teachers are to be assessed.
3. Instruments must be understood by all professional educators in the school system.
4. Instruments must assess the performance of knowledge and skills considered important to effective teaching, effective administration and effective schools.

Overview of the Teacher Evaluation System

At this time, one evaluation system for teachers is being implemented. This system covers the regular classroom teacher, the vocational education teacher, and the special education teacher of children with mild disabilities. Variations in the system are needed for the special education teacher of children who have severe disabilities. Those modifications will be made and field tested at a later date. Groups not covered by this evaluation system include counselors, library media specialists, speech therapists, and other "special populations" of certificated educators who are not covered by the Alabama Teacher Evaluation System. Evaluation systems fitted to the roles and responsibilities of these educators will be developed next.

The teacher evaluation system contains three data collection instruments: The Structured Interview (oral or written response option), Classroom Observation Record, and the Supervisor's Review Form. The Professional Development Plan is also used to determine a score for the Professional Development and Leadership competency. In addition, a self-assessment instrument is provided for the teacher's personal use. (The results of the Self-Assessment do not become a part of the formal evaluation.)

The evaluation criteria, procedures and instruments for the teacher system have been developed from a) research findings regarding effective teaching and effective schools, b) job descriptions approved by the State Board of Education, and c) input from a large number of Alabama administrators and teachers.

The teacher evaluation system has six components:

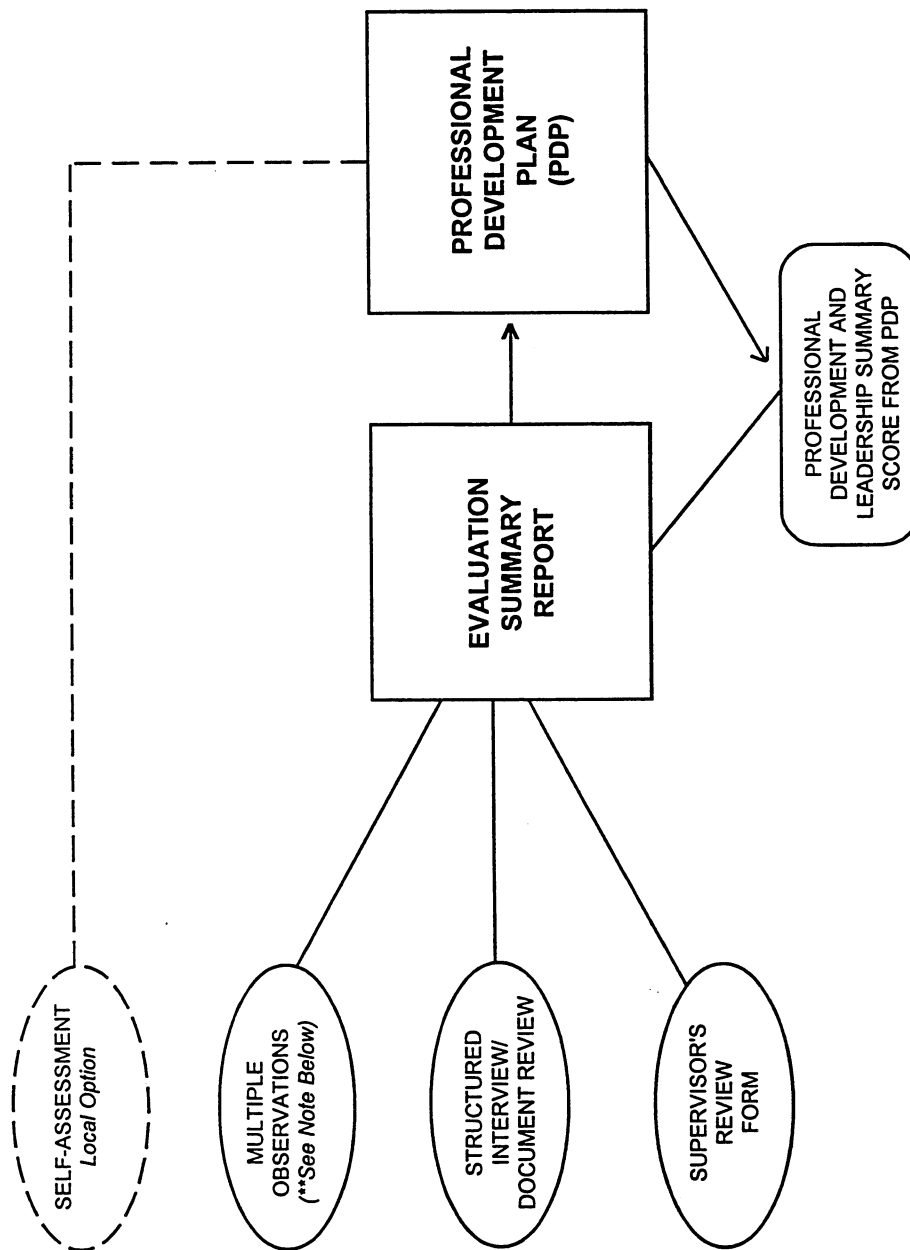
1. A set of evaluation criteria (competencies, indicators, definitional items) to be assessed.
2. A set of instruments (forms) for collecting information about an individual's performance in all competencies and indicators.
3. A set of procedures for collecting, scoring and synthesizing evaluation data over the course of one year and reporting results to the teacher and others who need to know.
4. An optional form and procedures for facilitating teacher self-assessment (not part of the formal evaluation process).
5. A form and procedures for assisting a teacher in creation of a Professional Development plan based on performance patterns identified in the evaluation data and based on student achievement/development goals.

The following two pages contain graphic displays of the teacher evaluation system. The designs should help you understand how the evaluation system works. The first flow chart reveals an annual evaluation year for a non-tenured teacher. In the second flow chart, as you read from left to right on the multi-year full evaluation option for tenured teachers, you move from year one (full evaluation) to years two and three.

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

DESIGN FOR EVALUATION OF TEACHERS

*FULL EVALUATION YEAR

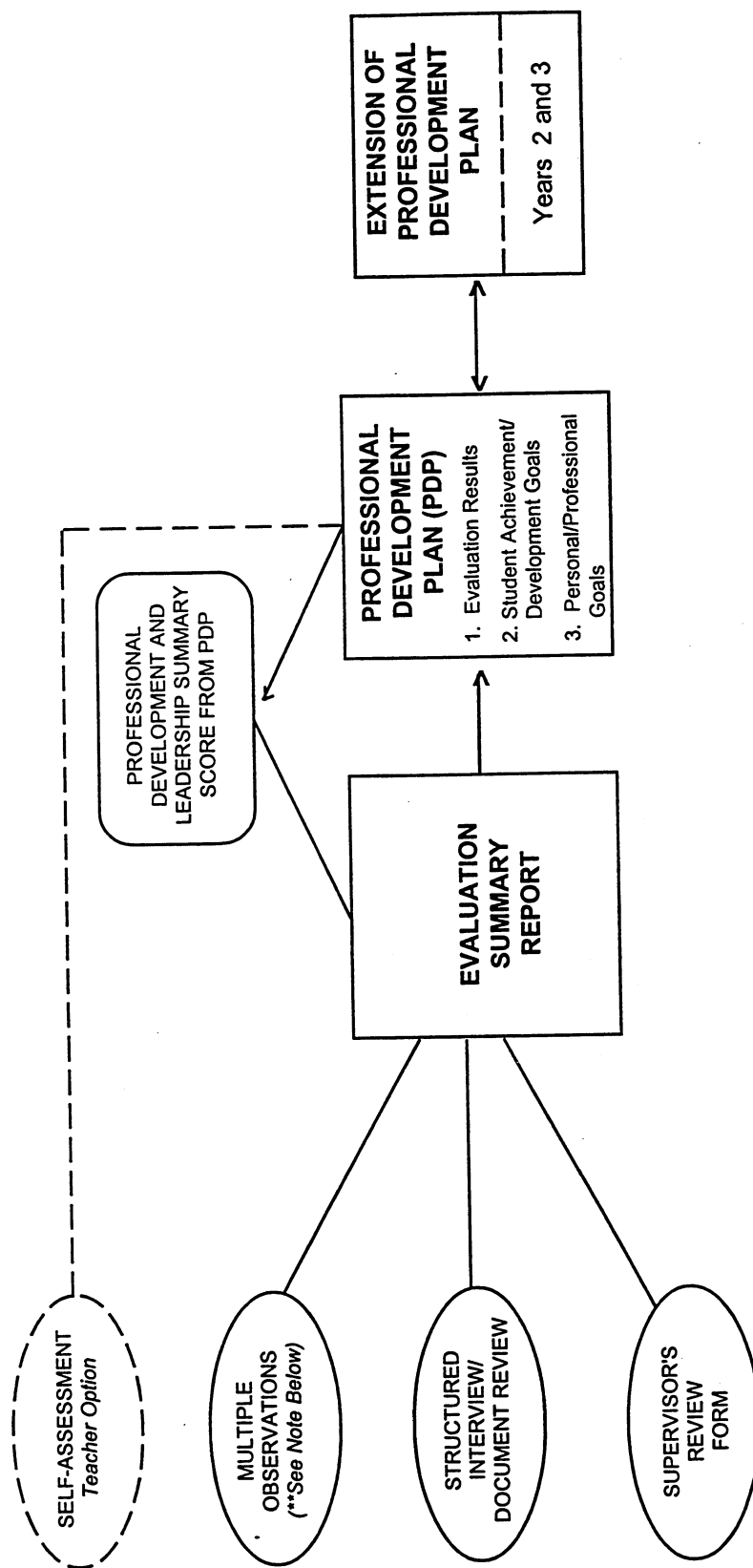


- * *Full evaluation* means the administration of all instruments and procedures included in the Alabama Professional Education Personnel Evaluation System for a designated position.
- ** For tenured teachers, a minimum of two observations are required per evaluation cycle. A minimum of three observations is required annually for non-tenured teachers.

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

DESIGN FOR EVALUATION OF TENURED TEACHERS

**MULTI-YEAR FULL EVALUATION OPTION*



- * *Multi-year full evaluation* means the administration of all instruments and procedures included in the Alabama Professional Education Personnel Evaluation System for a designated position and requires the extension of the Professional Development Plan for the other year(s).
- ** For tenured teachers, a minimum of two observations are required per evaluation cycle. A minimum of three observations is required annually for non-tenured teachers.

Evaluation Criteria

Introduction

The Professional Education Personnel Evaluation Program of Alabama is based on criteria that contribute to effective schools. The criteria have been identified through a study of research findings on effective schools and through information derived from educators across Alabama to identify the best practices used in our schools. The criteria identify functions and activities carried out by effective classroom teachers.

Through the work of a state task force of educators in Alabama, the criteria for evaluation have been developed and structured into a hierarchy which represents skills and knowledge of effective personnel in specific positions. This hierarchy of competencies, indicators, and definition items is displayed in Figure 1. This manual addresses evaluation criteria and instruments for classroom teachers. The complete list of criteria, including the competencies, indicators, and definition items, is contained in appendices of this manual.

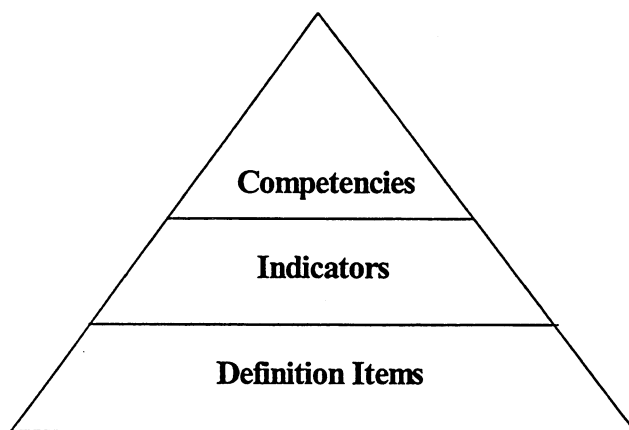


Figure 1. Criteria Hierarchy of Skills/Knowledge

Competencies, Indicators, and Definition Items

The top level of the hierarchy of skills and knowledge is named the competency level; the second level is named the indicators; and the third level is named the definition items. The hierarchy of skills and knowledge functions like an outline for a paper with major headings (competencies), subheads (indicators), and sub-subheads (definition items). As in a paper, the major heading or top of the hierarchy of skills and knowledge--the competencies--describes what the topic or major function and/or skills are in general terms. Competency statements are broad, immeasurable functions such as Preparation for Instruction. Additional information is needed about what is meant by this function for it to be measured. This is the purpose of the indicators and definition items. At the indicator (or sub-head) level, the function and/or skill can be described in more detail to provide a clearer understanding about what is to be measured. The definition items contain explicit descriptions of what behaviors and practices are contained in each indicator. Not all definition items *have to be included* in the measurement of each *indicator*, but all **indicators have to be included in the measurement of the competencies**.

Let's look at an example of a competency with indicators and definition items from the Teacher evaluation criteria. Notice that the competency level is designated by a whole number (1.0 for the example; the indicator level uses the whole number and a decimal (1.1, 1.2, 1.3, etc.), and the definition items are in small typeface and have no numbers in front of them.

Example of Competency, Indicators, and Definition Items

1.0 Preparation for Instruction (Competency Level)

1.1 Selects/States Long-Rang Goals and Short-Term Measurable Objectives (*Indicator Level*)

Definition Items:

- selects long-range goals from state and/or local curriculum guides and sources
- selects/states and sequences short-term, measurable objectives in accordance with learner needs and program goals
- selects objectives from approved state and/or school system sources

1.2 Identifies Various Instructional Strategies (*Indicator Level*)

Definition Items:

- integrates knowledge and skills across curriculum areas
- plans creative and innovative activities appropriate to objectives, including the use of technology
- identified teaching-learning activities to accommodate individual differences/exceptionalities among learners (e.g., achievement and ability levels, interests, learning styles)
- plans instruction consistent with the developmental level of students (physical, social, emotional, and cognitive)

1.3 Prepares Instructional Resources for Use (*Indicator Level*)

Definition Items:

- selects and uses materials that are directly related to the purpose(s) and objectives of the lessons and the skills/concepts to be mastered
- selects and uses materials that further clarify the lesson (remediation, reinforcement, or enrichment)
- selects and uses materials appropriate to student differences (ability, achievement, interests, learning styles)
- selects and uses technology/media, bulletin boards, models, realia, and/or displays
- sequences materials in appropriate order and locates them for distribution when needed
- makes sure that equipment is in working order and ready for use when needed

This example lists only one of the teacher competency areas with its indicators and definition items. The teacher evaluation system consists of eight competency areas. A complete listing of all of the competencies, indicators, and definition items for classroom teachers is located in Appendix A.

The Summative Component of the Teacher Evaluation System Tenured Teacher Performance Standards

In January 1997, a standard setting panel of Alabama educators (teachers, administrators, teacher education faculty) recommended and the State Superintendent approved minimum standards of acceptable performance for teachers evaluated with the PEPE Teacher Evaluation System. These performance standards may be used by Local Education Agencies (LEAs) to guide performance-based decisions that affect the employment and status of teachers.

Guidelines For Use of The Standards

1. A tenured teacher evaluated with the Alabama Professional Education Personnel Evaluation System For Teachers should achieve a Composite Competency Score of 20 or higher in his/her most recent evaluation. Said composite score shall be developed by summing the scores achieved on Competencies 1 through 8. A tenured teacher shall be expected to maintain a Composite Competency Score of 20 or higher in all subsequent evaluations.
2. Local Education Agencies that have developed their own teacher evaluation systems and are using those systems to evaluate teachers must establish minimum standards for teacher performance at least comparable to those approved for the State model. The LEA should then apply those standards in performance-based decisions that affect employment and status.

NOTE: At the conclusion of the 1997-98 school year, the PEPE teacher performance standard was reviewed in the context of that year's statewide evaluation results by the Teacher Evaluation Advisory Committee/Standard Setting Panel. The panel recommended to the State Superintendent that the standards as set in January, 1997, should remain in effect. The teacher performance standards will be regularly reviewed by a similar panel of educators for their continuing appropriateness.

Determining Data Sources

Once the criteria for evaluation have been established, then the process for determining data collection begins. The first question for an evaluator to ask to maintain the validity of the evaluation process is, "Who has this information and how can I acquire it?" For the evaluation system, this question was asked at the indicator level, and the best, most valid, source of information was identified for each indicator. This process provides a safeguard for persons being evaluated since more than one source of information is used when completing the competency scores on the evaluation summary sheet.

Data Sources for Teachers

The next two pages display the data source sheets that show where information is obtained at the indicator level to measure each competency. These sources include: 1) Observation (OB); 2) Structured Interview (SI); 3) Supervisor's Review Form (SRF); and 4) the Professional Development Plan (PDP).

The observation procedure used by evaluators for observing in the classroom is a scripted form that allows the evaluator to record the lesson using a written format. The Classroom Observation identifies indicators for six different competencies: Preparation for Instruction, Presentation of Organized Instruction, Assessment of Student Performance, Classroom Management, Positive Learning Climate, and Communication. Each indicator in which teacher behavior is measured by the observation is marked with an "X" on the data source sheets under the "OB" column

The Structured Interview can take either of two forms: a discussion between the evaluator and the teacher or teacher preparation of written responses to the questions followed by a brief conference with the evaluator. The teacher may also provide materials as examples. For each area marked with an "X" under the "SI" column, the assumption is made that the teacher is the best source of information for finding out about this particular indicator and that the teacher should be able to provide information concerning activity or functioning in this area. The Structured Interview provides information for two competency areas: Preparation for Instruction and Assessment of Student Performance.

The Supervisor's Review Form is completed by the teacher's immediate supervisor. For each area marked with an "X" under the "SRF" column, the assumption is made that the supervisor is the best source of information for finding out about the teacher's performance in this particular indicator. The Supervisor's Review Form provides information for two competency areas: Communication and Performance of Professional Responsibilities.

The final data source for teachers is the Professional Development Plan. The completed teacher activities from these plans are used to score the competency area of Professional Development and Leadership. This source provides information about two indicators: Improves Professional Knowledge and Skills and Takes a Leadership Role in Improving Education.

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

DATA SOURCES

TEACHERS

COMPETENCIES Indicators	OB	SI	SRF	PDP
1.0 PREPARATION FOR INSTRUCTION				
1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives		X		
1.2 Identifies Various Instructional Strategies		X		
1.3 Prepares Instructional Resources for Use	X	X		

COMPETENCIES Indicators	OB	SI	SRF	PDP
2.0 PRESENTATION OF ORGANIZED INSTRUCTION				
2.1 Orients Student to the Lesson	X			
2.2 Gives Clear Directions	X			
2.3 Develops the Lesson	X			
2.4 Provides Practice and Summarization	X			
2.5 Demonstrates Knowledge of Subject Matter and Pedagogy	X			

COMPETENCIES Indicators	OB	SI	SRF	PDP
3.0 ASSESSMENT OF STUDENT PERFORMANCE				
3.1 Monitors Student Performance	X			
3.2 Measures Student Progress Systematically		X		
3.3 Provides Feedback About Student Performance	X			
3.4 Uses Assessment Results	X	X		

COMPETENCIES Indicators	OB	SI	SRF	PDP
4.0 CLASSROOM MANAGEMENT				
4.1 Manages Class Time	X			
4.2 Manages Student Behavior	X			

COMPETENCIES <i>Indicators</i>	OB	SI	SRF	PDP
5.0 POSITIVE LEARNING CLIMATE				
5.1 Involves Students in Interaction	X			
5.2 Communicates High Expectations	X			
5.3 Expresses Positive Affect/Minimizes Negative Affect	X			
5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided	X			

COMPETENCIES <i>Indicators</i>	OB	SI	SRF	PDP
6.0 COMMUNICATION				
6.1 Speaks Clearly, Correctly, and Coherently	X			
6.2 Writes Clearly, Correctly, and Coherently	X		X	

COMPETENCIES <i>Indicators</i>	OB	SI	SRF	PDP
7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP				
7.1 Improves Professional Knowledge and Skills				X
7.2 Takes a Leadership Role in Improving Education				X

COMPETENCIES <i>Indicators</i>	OB	SI	SRF	PDP
8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES				
8.1 Completes Job Requirements According to Established Timelines			X	
8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations			X	
8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians			X	
8.4 Promotes Cooperation with Parents/Guardians and Between School and Community			X	

Conducting the Evaluation Process

It is assumed that the evaluation process will be conducted over one academic year. In the case of beginning (non-tenured) teachers, the full evaluation process must be conducted annually until tenure is achieved. Once a teacher has achieved tenure, he/she may, at the discretion of the local school system, be placed on a multi-year evaluation cycle consisting of full, basic evaluation followed by one or a maximum of two years of assessment in accordance with a professional development plan. Forms and procedures for professional development are provided in another section of this manual. This section speaks only to the conduct of the basic evaluation process and provides a suggested time frame for conducting the evaluation process.

Evaluation Steps for Teacher

Suggested Time Frame

There are eleven steps in the evaluation of teachers.

Step 1: Teacher Orientation

September-October

All persons to be evaluated should be oriented to the evaluation process and requirements no later than October 15. Orientation manuals should be made available to each teacher and one or more sessions should be held in which procedures are explained and questions are answered.

Step 2: Self-Assessment

September-October

If the teacher chooses to complete the self-assessment, the teacher should complete the self-assessment form before formal data collection is begun. However, if the teacher wishes to discuss the self-assessment with the evaluator, this discussion will not take place until the evaluation summary conference at the end of the formal evaluation. The teacher should keep his/her completed self-assessment form. It will not be placed in his/her evaluation file.

Step 3: Structured Interview/Written Option

*October-November
Second Semester*

If a teacher selects the oral option for the Structured Interview, the interview should be conducted in one sitting, at a time agreeable to both parties. In the case of an experienced teacher, the interview can be conducted either before or after the first observation, sometime in October or November. (It makes sense to "piggyback" the interview on the post-observation conference following the first observation.) Interviews with first year teachers should not be conducted until the second semester.

If a teacher selects the written response option to the Interview questions, those responses should be submitted at a time agreed upon by both evaluator and teacher. The follow-up conference (probing and clarifying questions) should be conducted within 10 - 15 working days after the written responses have been submitted. Again, first year teachers should not be asked to submit responses until the second semester.

For non-tenured teachers, if all indicator scores for a particular question set are "3" or higher, the questions do not have to be addressed again in the second year of the teacher's evaluation unless the principal wishes to do otherwise. For question sets not repeated in the second year, the scores from the first year can be brought over or "banked" during the second year of evaluation. During the third year of evaluation, all questions must be addressed and scored. For tenured teachers being evaluated annually, if all indicator scores for a particular question set are "3" or higher, the questions and scores can be "banked" for two years unless the teacher wishes to respond each year. Every third year, all questions must be addressed and scored.

Evaluation Steps for Teacher

Suggested Time Frame

Step 4: First Observation

October-November

This observation is the first of three for non-tenured teachers. In the case of a tenured teacher, this observation could be conducted as late as November since only two observations are required.

Step 5: Second Observation

November-January

Step 6: Third Observation

January-March

A third observation is conducted with non-tenured teachers only, unless a tenured teacher is experiencing problems. In that case, a third observation can be conducted, if it appears to be needed.

Step 7: Completion of the SRF

April 1

During the evaluation, the evaluator completes the Supervisor's Review Form by April 1 and places it in the teacher performance evaluation file.

Step 8: Scoring the Professional Development and Leadership Competency (Competency 7)

April 1

(Note: Teachers new to Alabama Public Schools and teachers returning to classrooms after a break in service will have no scores for Competency 7 in their first Evaluation Summary Report.) At the conclusion of each full evaluation, the teacher and evaluator will prepare a Professional Development Plan. During the teacher's next full evaluation year he/she will complete the reports of activities completed and objectives accomplished in the areas identified on the plan. The evaluator will analyze the completed reports (plan, accomplishments, benefits) to determine scores for Competency 7, Professional Development And Leadership. In other words, scores for Competency 7 reflect the quality of work that has been planned as a result of the last full evaluation and completed since that time.

Step 9: Preparation of Evaluation Summary Report

April 10

No later than April 10, the evaluator should analyze data collected from all instruments and procedures and prepare the Evaluation Summary Report.

Step 10: Evaluation Summary Conference

April 15

By April 15, the evaluator and teacher should have scheduled and held an evaluation summary conference. This conference has three purposes:

- a) To share with the teacher the results of the evaluation;
- b) To solicit the teacher's insights and comments;
- c) To complete with the teacher a Professional Development Plan.

Step 11: Submission of Evaluation Results/Recommendations

May 1

No later than May 1, evaluation results and recommendations should be submitted and or handled according to local school system policies and procedures.

In subsequent sections of this manual, detailed directions and procedures for each step in the evaluation process are provided.

The Evaluation Instruments and Process

The previous sections of the manual have referred to data sources used to collect information about the evaluation criteria. Reference has also been made to other forms and procedures used during an evaluation cycle. This section provides information about each of the instruments used for data collection for the evaluation of teachers. These instruments include the Observation, Structured Interview, the Supervisor's Review Form, and the Competency 7 portion of the Professional Development Plan. The section also discusses the optional Self-Assessment Instrument and other procedural parts of the evaluation process such as the Evaluation Summary Report and Conference, and the Professional Development. All instruments and forms are contained in Appendix B of this manual.

The Four Point Scale

The following four point scale is used in the Teacher Evaluation System for scoring all competencies, indicators and definition items.

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet expected standards.

3 - Area of Strength

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

Self-Assessment Instrument

For each of the evaluation systems, a Self-Assessment Form has been included in the instrumentation. Self-assessment is an essential first step in the process and is completed by teachers for their own personal assessment of skills and knowledge. Although a local school system may require teachers to complete a self-assessment, it is the teacher's option whether to share the results of the self-assessment with evaluator(s) during the Evaluation Summary Conference. This form is completed by teachers for their own personal assessment of skills and knowledge.

Prior to the start of the evaluation cycle, the teacher may decide to complete a self-evaluation. The information from this process is used by the teacher to:

- 1) identify areas that need improvement;
- 2) compare the teacher's perceptions of performance with the results of an evaluation conducted by a supervisor;
- 3) determine areas for professional growth activities to be included in a professional development plan; and
- 4) develop a professional development plan collaboratively with one's supervisor.

The results from the self-assessment are designed to be used *only* by the teacher. If the supervisor and teacher agree to share information from the self-assessment during the evaluation process, it should occur *only* with the *consent of the teacher*. This sharing process should take place after the formal evaluation is completed. Self-assessment results are not considered in deriving scores for the formal evaluation and do not become part of the official evaluation record.

Each self-assessment form contains space for scores at the competency level and scores at the indicator level. A score is also provided for each definition item. A copy of the teacher self-assessment form is provided in Appendix B.

First, the teacher should score the definition items and use these to create indicator scores. The indicator scores should be reviewed when assigning an overall score at the competency level. The four point scale should be used to determine the scores for each of the definition items, indicators and competency areas.

Once a teacher has assigned scores for the indicators and for the competencies, the results should be examined to assess individual strengths and areas for improvement. The areas for improvement should be identified in the form of measurable objectives, with proposed activities and assessment methods, for inclusion in a personal, professional development plan.

Structured Interview (Oral or Written Option)

The structured interview is intended to gather assessment information generally not available through other instrument sources. It can take either of two forms: a discussion between the evaluator and the teacher about activity in the designated areas of competence (oral interview) or teacher preparation of written responses to the question sets followed by a brief conference (written interview). In the written interview, the brief conference between the evaluator and the teacher focuses on probing and clarifying questions about the written material previously submitted. The choice between the oral and written interview is the teacher's.

In either format, the teacher may provide illustrative materials to help demonstrate practices and activities. However, no supplementary materials are required. If a teacher provides materials, they should be items regularly used, not materials produced for the evaluation. They should be limited in number and be specific to the practice or process being explained.

The competencies and indicators included in the Structured Interview for teachers are:

- 1.0 Preparation for Instruction
 - 1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives
 - 1.2 Identifies Various Instructional Strategies
 - 1.3 Prepares Instructional Resources for Use

3.0 Assessment of Student Performance

3.2 Measures Student Progress Systematically

3.4 Uses Assessment Results

The teacher should review the Structured Interview form in Appendix B. The interview contains three question sets. The scoring statements associated with these question sets provide a guide to the types of information that the evaluator is seeking in response to a specific question. In deciding responses to questions, it is important to state clearly "why" something is done; "what" actually is done; "how" it is done; and "how" the process or procedure is evaluated. The teacher should also study the interview key concepts found in Appendix C. Studying these key concepts will be helpful in your preparation for the oral interview or in writing responses for the written option.

The Structured Interview: Oral Option

The oral interview is a discussion between the trained evaluator and the teacher. The evaluator will conduct the interview by asking the questions on the interview form, asking probing questions, and taking anecdotal notes on the Observation/Interview Scripting Form. The evaluator will also provide an opportunity at the conclusion of the last question set for the teacher to provide any additional information. The teacher may use notes in responding to the questions; however, the interview should be a discussion, not a monologue or reading of a script. The evaluator will interrupt with "probes" or additional inquiries to gather needed information. Approximately 10 minutes are allowed for responses to each of the three question sets.

The teacher may bring a representative sampling of materials which will illustrate various aspects in the discussion. The materials should be those that the teacher uses in the classroom or school and **not** materials prepared for the interview. Teachers should not spend time creating new or different materials. The teacher should be selective in choosing the materials for the interview. Time is not available to review excessive information and "more" is not better. If a teacher brings an undue amount of material, the evaluator has been instructed to point out that time for response to individual questions (or questions sets) is limited and that the teacher may want to select a few of his/her best materials for use. The interview is to provide a representative sampling of what a teacher does in light of the established competencies and indicators. These materials will not be evaluated separately from the teacher's answer. They are simply illustrative documents.

Materials provided are not scored. They are simply illustrations of processes and practices the teacher is trying to explain. Nor will a teacher choosing not to use illustrative materials receive a low score because there were no materials. If explanations evidence practices of high quality, a high score will be awarded.

Because of the location of any materials, the interview may be conducted in the teacher's classroom. The evaluator will spend at least five minutes at the start of the interview reviewing any illustrative materials provided by the teacher.

The four-point scale used for the Structured Interview is the same scale used on other instruments in the evaluation system. The evaluator determines the score by listening to the teacher's responses to the various questions, reviewing the notes taken, and reviewing any materials shared by the teacher. The evaluator will analyze the responses and the relationship of the illustrative materials in terms of quality. Determination of a score is not based solely on how well a teacher presents materials or how articulate the teacher may be in answering the questions. Rather, scoring is based on how well the teacher applies the competency indicators in his/her particular situation.

It would be helpful to the teacher, in examining the instrumentation, to review the scoring statements that are used by the evaluator when conducting the interview. These scores, along with the documentation of responses, are used in a "holistic" manner to determine an overall indicator score for each question. The key concepts discussed in Appendix C are also used in scoring the responses of teachers.

The Structured Interview: Written Option

The written option for the interview is much like the oral interview except that the teacher provides a written response to each question set. Then a brief conference is scheduled so that the evaluator may seek further clarification or probe for additional information.

The written responses to the interview are due at a time agreed upon by the teacher and the evaluator(s). Written responses to all question sets are due at the same time. However, the teacher may write his/her responses over a period of time. The teacher should use the Observation/Interview Scripting Form (or other 8 1/2 by 11 paper with identifying information) for recording his/her responses. It is expected that more than one page will be needed for each question set. Written responses should fully answer each question, but quantity is not the criteria for a high score. The teacher should keep the answers as concise as possible.

The teacher may, but is not required to, provide additional, illustrative materials. Any materials appended to the written responses should illustrate what the teacher does or uses in the operation of the classroom and instructional process. The teacher is not expected to provide a large number of attachments, that is, "more is not necessarily better". The written interview is to provide a representative sampling of what a teacher does in light of the established competencies and indicators. The use of supplemental materials is to enhance the written responses. Some materials may also be appropriate for more than one question set if these materials illustrate different points. This concept is similar to that discussed earlier in the oral interview section, and the same guidelines apply.

After the written responses submitted by the teacher have been read, the evaluator will schedule a conference at a time agreeable to both parties. The purpose of the conference is to allow the evaluator to ask clarifying and probing questions about the written materials and to allow the teacher to provide additional information through that questioning process. Most conferences probably won't last more than 15-20 minutes.

The written option for the interview is scored using the same four-point scoring scale discussed previously. The procedures for applying the scale are similar to that of the oral interview. The key concepts discussed in the Appendix C are used in scoring the responses of the teacher.

Banking Interview Question Scores

A teacher on annual evaluation may score high enough on particular Interview question sets to suggest that his/her response won't change markedly in one year. For non-tenured teachers, if all indicator scores for a particular question set are "3" or higher, the questions do not have to be addressed again in the second year of the teacher's evaluation unless the principal wishes to do otherwise. For question sets not repeated, the scores from the first year can be brought over or "banked" during the second year of evaluation. These scores from the previous year will be used as the current year's scores. Every three years of evaluation, all questions must be addressed and scored.

Similarly, for tenured teachers being evaluated annually, if all indicator scores for a particular question set are "3" or higher, the questions and scores can be "banked" for two years unless the teacher wishes to respond each year. After the third year, all questions must be asked and scored.

The Pre- and Post-Observation Conference

The Pre- and Post-Observation Conference Record is part of the package of instruments used in the classroom observation. This form can be found Appendix B. Questions 1 through 3 of the Record are completed during the pre-observation conference and questions 4 through 9 are addressed during the post-

observation conference. The information recorded on the Record is not scored. It is simply used to prepare the evaluator for the observation and to provide feedback to the teacher.

The Pre-Observation Conference

The pre-observation conference is an important part of the observation sequence for announced observations. It is during this conference that the observer establishes a perspective on the setting, situation or events to be observed as well as the participants in it. This conference period also provides information about conditions which may impact the teacher's performance.

Pre-observation conferences are conducted for all announced observations. Unannounced observations do not require a pre-observation conference.

When pre-observation conferences are included, at least 15 minutes are allocated for them. The pre-conference can take place on the day of the observation or a day before, if the teacher and evaluator agree to that schedule. A teacher may be asked to complete the information on the pre-observation conference record prior to the conference. However, the evaluator and teacher will still hold a conference so that both parties will know what will be happening in the classroom.

The Post-Observation Conference

As soon as possible after each observation is completed (usually within three working days), a post-observation conference is scheduled with the teacher. The purposes of this conference are a) to share results and b) to seek clarification of any events or practices.

When the discussion is completed, both parties are to sign the Record as evidence that the Post-Observation Conference has been held. The teacher's signature indicates that he/she has reviewed the Record and a Post-Observation Conference has been held. It does not necessarily indicate agreement with the evaluation comments.

Observation

The approach to classroom observation in the teacher evaluation system is the scripted observation approach. In the script approach, the observer writes down, either as direct quotes or narrative explanations, whatever is seen or heard that pertains to the evaluation criteria.

In using the Scripted Observation Record, the observer carries out two functions. First, he/she records what the teacher and students say and do that is relevant to the performance indicators under investigation. These comments and direct quotes are written into the record without judgment. The observer's second function is to analyze and synthesize the data recorded into a set of summary scores which can be used to guide discussion with the teacher about future professional growth. These summary ratings are recorded on the last page of the record and should include comments supporting the scores. In addition to conducting the observation and analyzing the information generated, the observer is required to collect pre-observation information for announced observations from the teacher being observed and to conduct a post-observation conference to share and discuss what he/she (the observer) has seen and heard. Together these activities (pre-conference, observation, post-conference) constitute the observational component of the Alabama Teacher Evaluation System.

Each tenured teacher is observed in the classroom on two occasions. At least one observation is unannounced. Each non-tenured teacher is observed in the classroom on three occasions. At least two observations are unannounced. The observations should occur from October through March and include post-observation conferences. The post-observation conference is conducted as soon as possible after the completion of each classroom observation. A pre-conference is required for each announced observation, and it is recommended that at least the first observation be announced. Fifteen minutes should be allocated for the conference. It can take place on the day of the observation or a day before, if the teacher and evaluator agree to that schedule. A teacher may be asked to complete the information on the pre-observation conference record prior to the conference. However, the evaluator and teacher should still hold a conference so that both parties will know what will be happening in the classroom. A copy of the Pre- and Post-observation Conference Record is part of the package of instruments used in the observation system. The information recorded on the Record is not scored. It is simply used to prepare the evaluator for the observation and to provide feedback to the teacher.

During classroom observations, the following competencies and indicators are observed:

- 1.0 Preparation for Instruction
 - 1.3 Prepares Instructional Resources for Use
- 2.0 Presentation of Organized Instruction
 - 2.1 Orients Student to the Lesson
 - 2.2 Gives Clear Directions
 - 2.3 Develops the Lesson
 - 2.4 Provides Practice and Summarization
 - 2.5 Demonstrates Knowledge of Subject Matter and Pedagogy
- 3.0 Assessment of Student Performance
 - 3.1 Monitors Student Performance
 - 3.3 Provides Feedback About Student Performance
 - 3.4 Uses Assessment Results
- 4.0 Classroom Management
 - 4.1 Manages Class Time
 - 4.2 Manages Student Behavior
- 5.0 Positive Learning Climate
 - 5.1 Involves Students in Interaction
 - 5.2 Communicates High Expectations
 - 5.3 Expresses Positive Affect/Minimizes Negative Affect
 - 5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided
- 6.0 Communication
 - 6.1 Speaks Clearly, Correctly, and Coherently
 - 6.2 Writes Clearly, Correctly, and Coherently

The instrument section in Appendix B contains a copy of the Scripted Observation Record. Appendix D also contains a document: *Procedures and Definitions for Conducting the Classroom Observation*. This document details the observation process and provides examples of teacher behaviors that illustrate the various criteria being assessed.

Supervisor's Review Form

A Supervisor's Review Form (SRF) is included as part of the teacher performance evaluation system. The SRF is used to provide information about a teacher's job performance in areas where a supervisor has objective, experiential information.

The SRF is used as one source of information for two of the eight competency areas for teachers. The competencies and indicators are:

6.0 Communication

6.2 Writes Clearly, Correctly, and Coherently

8.0 Performance of Professional Responsibilities

8.1 Completes Job Requirements According to Established Timelines

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

8.4 Promotes Cooperation with Parents/Guardians and between School and Community

The teacher's immediate supervisor, usually the principal or assistant principal, should complete the SRF. The indicators on the SRF are areas in which an immediate supervisor should have first-hand knowledge of the teacher's performance. If there are indicators which the supervisor does not feel qualified to score, the supervisor may ask the teacher about this area in the structured interview. If this option is chosen, the teacher will be informed prior to the interview that this area will be covered and should be prepared to support responses with documentation of performance in identified areas.

The scale on the SRF is consistent with the other instrumentation in the evaluation system and includes four scores. The SRF contains the definition items which should be scored before an indicator score is assigned. The indicator score is transferred to the Evaluation Summary Report when the evaluation process is completed. A copy of the SRF can be found in Appendix B.

Evaluation Summary Report and Conference

The Evaluation Summary Report (ESR) combines and presents information from the various data collection instruments to obtain scores for each competency area. The form lists all the competencies and indicators for the evaluation system. The open boxes ("cells") at the indicator level mean that a score is transferred from another instrument to this spot. Once all indicator scores are compiled from the various instruments, the evaluator determines the competency level score for each area. To do this, indicator scores are *not* averaged, but patterns of performance and the strength of the various scores determine the final competency scores. Narrative comments are included on this form to provide documentation for the assigned competency scores, and a section is provided on the last page of the form to identify competency and indicator areas of focus for the PDP. The last page of the Evaluation Summary Report also provides a space in the Competency Score Section for summing all of the competency scores. This sum must be twenty or more for a tenured teacher to meet the standard established for the Alabama Teacher Evaluation System.

A conference is held with the teacher to discuss the reports of the evaluation process. The Evaluation Summary Conference has three purposes: a) to share with the teacher the results of the evaluation, b) to solicit the teacher's insights and comments, and c) to create with the teacher a Professional Development Plan for the coming year(s). At the conference the teacher reviews the scores and signs the report. The signature here and on the PDP indicate the teacher has seen the record, but does not necessarily indicate agreement with the ratings and development plan.

Professional Development Plan

As an outcome of the evaluation process *all teachers* develop a *Professional Development Plan* (PDP). Teachers (non-tenured and tenured) who are on annual, full evaluation complete a PDP every year. Teachers (tenured only) who are on a multi-year evaluation cycle complete a PDP each year in lieu of full evaluation. The multi-year cycle is available to tenured employees only and is at the discretion of the local school system. The PDP is used to score performance in competency 7.0 (Professional Development and Leadership) at the time of the teacher's next full evaluation.

The PDP has three dimensions/areas of focus. The first area of focus is the Evaluation Summary Report (ESR). The competencies, indicators, and definitional items identified on the last page of the ESR are used to create one or two professional development objectives and identify activities that will lead to accomplishment of those objectives. (Examples of professional development activities include: structured inservice programs, readings, observations of other professionals, university coursework, attendance at professional conferences, professional discussions with a colleague, and the use of audio or videotapes.) Since an individual can only focus on a reasonable number of improvements at one time, only one or two competencies and indicators – those receiving the lowest scores – will be targeted in cases where all of the teacher's scores are "3" and "4". If a teacher has serious problems in several competencies and/or indicators, then the entire PDP will be built around improvement in these areas, and the other two dimensions of the PDP (student achievement, personal/professional objectives) will not be addressed at this time.

The second dimension/area of focus for the PDP is improvement of student achievement. Every teacher except those who demonstrate serious problems in performance of several competencies and/or indicators will select, in concert with the evaluator(s), an area of student achievement in which to develop an objective, related activities, and appropriate assessments.

Tenured teachers who demonstrate high levels of performance in all competencies and indicators, particularly teachers on multi-year evaluation cycles, should target a personal/professional objective for implementation and assessment. This third dimension/area of focus is not in lieu of work to improve performance in the competency or indicator receiving the lowest score during full evaluation. It is an addition to the plan when all competency and indicator scores are "3" or "4", and the teacher can exercise growth and leadership in areas not covered in the competencies and indicators.

The activities listed on the form should be specific and related to one or more of the identified indicators. There should be mutual agreement between the evaluator and teacher about the PDP activities, whenever possible. The form also includes space for the date for completion of each activity. This date can be modified by mutual agreement of the evaluator and teacher, when necessary. Spaces are also provided for specification of methods to be used to assess accomplishment of the proposed objectives, results of mid-year review of progress, and results of the end-of-the-year assessment.

The length of time covered by the PDP depends upon the nature of the needed improvement, the type of activities selected, and the options available to the teacher for selected activities. Some may be completed in weeks, while others may cover a multi-year period. The PDP is considered a blueprint for improvement--one that challenges the individual and provides an opportunity for growth and advancement.

Competency Indicator Focus

The lower half of side one of the PDP form contains space for several types of information critical to assessment of the accomplishment of the objectives stated in the plan and to assessment of the teacher's

accomplishments in Indicator 7.1, Improves Professional Knowledge And Skills. When the activities constituting the plan have been completed, the evaluator and teacher will determine if the objectives of the plan have been accomplished. They will use the assessment methods established during planning. The responsibilities of the two parties are as follows:

Teacher

1. Provide evidence of the accomplishment of the objectives as established in the "Assessment Methods" column (side one). This evidence may be a written statement in the "end of cycle Assessment And Benefits" column if that is appropriate to the specified assessment methods. Or, it may include materials/products appended to the PDP.
2. Provide a description of your professional development efforts that summarizes what you did to carry out the intent of the plan outlined on side one of the form. Be specific in explaining what you actually did. This description statement also goes in the "end of cycle Assessment And Benefits" column.
3. Provide a description of the benefits that accrued to students as a result of your completion of these activities. How did your activity improve student learning, classroom behavior, etc.? How did it improve your instruction?
4. Complete the appropriate information in the 7.1 column by placing an "X" in the box beside each statement that describes your activity.

Example: Suppose your statement in the "End of Year Cycle Assessment And Benefits" column indicates that you read several books and articles, attended a workshop on cooperative learning, and integrated cooperative learning activities into your instruction. As a benefit, student attendance has improved by 5 percent and the performance of low achieving students has improved by a letter grade on the average. In the 7.1 column, you would place "X" in the boxes beside two statements.

- participates in/attends professional development programs/conferences
- uses ideas from books, etc. to improve teaching

Evaluator

1. In the "Evaluator comments" section provide your assessment of whether or not the teacher fulfilled the plan and accomplished the objective(s) stated at the top of the form.
2. After analyzing the information provided by the teacher on the form, circle the score you are assigning for professional development in the areas titled "7.1 Score." (For more specific instructions see section of the manual which explains how to score Indicators 7.1 and 7.2)
3. Provide a rationale for your 7.1 score in the "Score Rationale" section.
4. Repeat the process for each segment of the teacher's plan devoted to Competency and Indicator improvements.

This is as good a place as any to offer both teachers and evaluators suggestions about the contents of all sections of the Professional Development Plan. It is important to remember that the teacher's scores for Competency 7 (Professional Development And Leadership) containing Indicators 7.1 (Improves

Professional Knowledge And Skills) and 7.2 (Takes Leadership Role) will be created at the time of the next full evaluation from the plan on this PDP and its results as reported and documented after implementation. Therefore, what is recorded on this form is of utmost importance.

We have found that the greatest problems evaluators and teachers have in completing the PDP are a) differentiation between objectives and activities, b) specification of assessment methods, and c) specificity in describing what took place (teacher) and its benefits. Remember that an objective is a statement of the outcome desired, the end to be accomplished. Objectives should be stated in measurable terms, i.e., in ways that enable one to determine whether or not they have been accomplished. Activities are the means to accomplish objectives, the tasks that together should result in the accomplishment of the objectives. Assessment methods should fit objectives. There is no need to assess activities. These are simply the means to the end. Good assessment methods will enable the evaluator and teacher to objectively answer two questions: "Was the objective accomplished? If not, why not?"

Specificity in describing what took place and its benefits is critical if the evaluator is to fairly assess the completion and success of the PDP with reference to the teacher's professional development and leadership initiatives. Appendix E offers "tips" for writing descriptions and benefit statements and for relating the activities undertaken to specific definition items in Indicators 7.1 and 7.2. As you read them, keep in mind that no activities should be undertaken (or at least included in the PDP) that do not relate to the objectives targeted for accomplishment. In other words, don't report activities for which an objective was not pre-planned.

Student Achievement/Development Focus

As you are aware, the State of Alabama has placed highest priority on student learning and achievement, on school system accountability for student learning/achievement, and on continuous improvement of schools to support these learning and accountability priorities. These high expectations have now been brought to the level of individual accountability.

All teachers and other personnel either directly responsible for students or for programs serving students (e.g., superintendent, assistant superintendent for instruction, curriculum coordinator, guidance counselor, librarian, et al) must define at least one specific objective in their Professional Development Plan for improvement in student achievement or development to be accomplished over the coming year. Examples of such objectives for teachers include:

- The average Stanford 9 score in reading comprehension for my students will increase by two percentile ranks over their score the previous year.
- Stanford 9 scores in Mathematical Problem solving will increase at least one percentile rank for Johnny Smart, Elizabeth Tomlinson, Richard Dye, Sammy Satz, and Rinda Ramon as measured by the 1998 assessment.
- Student academic self-concepts in my classroom as measured by the Bracken scale will improve by 20 percent over the course of the year.
- Active participation (interactions, questions, assistance to other in my classes will be demonstrated regularly by 95 percent of the students.

The reader should notice two things in these examples immediately:

1. The first two objectives are directly related to Stanford 9 student reports. Professional Development Plans are one of the places where school accountability, school improvement and teacher performance evaluation come together.
2. The latter two objectives suggest that student achievement/development includes more than standardized test scores. A broad definition is purposeful, but should not be misinterpreted.

The primary goal of schooling in Alabama is student learning/student achievement. However, educators know that achievement on standardized tests is only one form of student development. In some educational settings, physical skills or life-coping skills (as in the case of exceptional learners) are areas of primary emphasis. In others, the progressive development of talents (art, music) or job-related skills (vocational education) is important. Sometimes, academic achievement cannot take place until other aspects of a student's development (attitudes, motivation) receive attention. Therefore, student achievement and development are defined broadly. However, objectives for the student achievement/development section of the PDP should always target outcomes that the evaluator and teacher believe to be critical to improvement of student academic performance.

Personal/Professional Development

Not all teachers will create and implement a plan for personal/professional development beyond improvement in the Alabama Teacher Competencies And Indicators. For non-tenured teachers, improvement in knowledge and skills as defined by the Competencies and Indicators and continuous improvement of student learning and achievement are the highest priorities. If a third year teacher (non-tenured) has scored all 3s and 4s in his/her first two evaluations, there may be good reason to allow selection of a personal/professional objective, but this will be the exception rather than the rule.

Most tenured teachers on multi-year cycles who are performing well in the classroom (high scores in the Competencies and Indicators and solid record of student learning and achievement) should target an objective in this third area. It is the area in which many leadership efforts as well as unique initiatives to expand professional knowledge and skills (beyond the Competencies And Indicators) will appear.

All professional educators who prepare a plan in this area should be able to articulate objectives, which, if accomplished, would a) make them more creative and productive in their present positions and responsibilities or b) prepare them for new professional roles and responsibilities. This category title is intended to indicate that objectives and activities targeted in this area are to be based on professional interests and needs that are not accommodated in the evaluation criteria (competencies, indicators). Remember that taking coursework or attending workshops are activities not objectives. Objectives identify outcomes that will result from one or more activities.

The types of objectives specified in this area can vary greatly. They are based on the individual's interests and perception of skills needed. Following are some examples:

- By the end of the next school year, the teacher will create a computer program that will handle student record keeping in the classroom. (Teacher Objective-professional development)
- By the end of the 1998-99 school year (2 years), the teacher will have taught two units of instruction using cooperative learning techniques and produced a written evaluation of each unit. (Teacher Objective – professional development)

- By the end of the next school year, the teacher will be using National Geographic's Kids Network in his classroom, and all students will be in regular communication with a peer from another country. (Teacher Objective – professional development)
- By the end of the next school year, the teacher will produce for the faculty a report on the advantages and disadvantages of incorporating the whole language approach into the curriculum. (Teacher Objective – Leadership)
- By the end of the next school year, the teacher will institute a time management system in his/her division. (Teacher Objective – Leadership)
- During the 1998-99 school year, the teacher will demonstrate leadership in supervising a student teacher. (Teacher Objective – Leadership)

Professional Development and Leadership Competency

Competency 7.0 (Professional Development and Leadership) has two indicators:

7.1 Improves Professional Knowledge and Skills, and

7.2 Takes A Leadership Role in Improving Education

Scores for competency 7.0 and its two related indicators are developed from data available in the Professional Development Plan (PDP) and related materials submitted by the teacher. The purpose of this part of the evaluation system is to assure that each teacher is involved in activities which promote and increase knowledge and skills in the area of Professional Development and Leadership. Part of the evaluation process is the development of a PDP for each employee. Many of the activities identified and carried out for these plans are appropriately reported as part of this competency area. In addition, each teacher should initiate personal goals and objectives for improving knowledge and skills and for providing leadership in improving education. While professional development and leadership activities required by the school system can be reported, the evaluator is looking for activities that indicate an individual's professional ambition.

Teachers new to Alabama public schools and teachers returning to classrooms after a break in service will not receive scores in this competency during his/her first full evaluation. At the end of the first evaluation, the evaluator(s) and teacher will develop a PDP. Teacher completion of the activities from these plans and accomplishment of the objectives as determined from the assessment methods included in the plans are used to develop scores during the next full evaluation. The same process is used in every evaluation cycle thereafter.

Analyzing and Scoring Performance in Indicator 7.1

The intent of Indicator 7.1 is to make every educator (administrators have the same professional development and leadership requirements) responsible for continuing professional growth in the competency and indicator areas used as a basis for his/her evaluation. That responsibility is addressed in the PDP. In addition, there is the expectation that every teacher and administrator will want to go beyond the competency framework to gain and apply new knowledge and skills that will benefit her/his students, school, and school system. A score for Indicator 7.1 is developed by carefully reviewing the PDP.

Improves Professional Knowledge and Skills (Indicator 7.1) contains five definitional items:

- participates in a professional development program to improve job performance (completing PDP requirements fits this item.)
- participates in school, system and state professional development programs and/or attends state, regional, and national conferences
- uses ideas from books, professional journals, and professional organizations to improve teaching
- participates in professional organizations
- takes formal coursework or obtains advanced degree(s)/certification

Evidence of activity in some or many of these items will be found in every PDP.

First, the evaluator will review and score the professional development activity reflected on the PDP. To do this, the evaluator carefully analyzes the information available for each Indicator Area included and asks him/herself:

1. What was/were the specific objective(s) to be accomplished? (upper half of page)
2. How was accomplishment of each objective to be assessed? (upper half of page)
3. Did the teacher carry out all planned activities? (lower half of page)
4. Did the teacher accomplish the objective(s) specified? If not, why not? (Information found in teacher's explanation and documentation of assessment results).
5. Is there evidence in the activities completed of some (one or more) of the definition items for Indicator 7.1?
6. Does the plan, including the teacher's explanation of activities and results (benefits), reflect effort and classroom application?

After analyzing the information, the evaluator will circle a score in the box titled 7.1/7.2 Score. The scoring rubric is the same as that used in other parts of the evaluation system. However, the evaluator also considers the following criteria:

- teacher accomplished the stated objective(s) or lack of full accomplishment was clearly beyond the teacher's control. (Assessment methods should provide data about accomplishment.);
- teacher completed all designated activities or failure to complete some were agreed upon by the evaluator and teacher at mid-point conference(s);
- plan including teacher explanations (side) depicts effort to grow and improve;
- the teacher clearly describes benefits to learners.

The 7.1 scores being developed in this process relate to Indicator 7.1, Improves Knowledge and Skills. They are not scores for the indicators (4.1, 3.2, etc. or whatever) targeted in the plan. Those indicators will be scored through the other data sources assigned to them (structured interview, observations, supervisor review).

After all entries on the PDP that relate to Indicator 7.1 have been reviewed and scored, a score for that indicator (7.1) can be developed and placed on the Evaluation Summary Report. As in other parts of the evaluation system, pattern analysis, not score averaging, is used to develop this indicator score.

Analyzing And Scoring Performance in Indicator 7.2

Indicator 7.2 (Takes A Leadership Role in Improving Education) is defined by six items:

- provides leadership in identifying and resolving issues and problems facing education (local, state, national)
- provides leadership in establishing and/or achieving school/system goals
- initiates activities and projects in the school/system
- conducts workshops/training sessions
- shares ideas, materials, and resources with peers and others
- participates in shared decision-making in the school

Many teachers tend to think of leaders as the “out front” people and leadership as activities that place one in front of people (officers in organizations, workshop presenters, etc.). They do not see themselves as being these kinds of persons or having opportunity to do these kinds of things. But, a review of this list of definition items clearly shows that all educators can exert leadership in some way, if they choose to do so. Any teacher can share ideas and resources with peers informally, if not in formal sessions. All teachers have opportunity to identify issues and problems confronting their colleagues and students and work positively toward resolution. All of us should be working in creative ways to accomplish school and system goals. Leadership can be “narrow” as well as “broad,” and “quiet” as well as “loud.”

Student achievement objectives and activities will always be coded as leadership objectives and activities. Examples include the following:

- To improve reading comprehension scores by five percentile points.
- Active participation in my class will be demonstrated regularly by 95% of the students.

Some personal/professional objectives and activities will also be leadership (7.2):

- To mentor new 3rd grade teacher (or a student teacher.)
- To tutor teachers in grades 3-4 in the use of National Geographic Society’s Kids Network.

- To prepare a plan for providing extra instructional services for homeless children. (Plan will be presented to faculty for approval.)

Inclusions in the PDP devoted to leadership are scored through a process much like that used for professional development entries. Very similar questions are used for analysis:

1. What was/were the specific objective(s) to be accomplished?
2. How was accomplishment of the objective(s) to be assessed?
3. Did the teacher complete all planned activities?
4. Did the teacher accomplish the objective(s) specified?
5. Is there evidence in the activities completed of some (one or more) of the definition items for Indicator 7.2?
6. Does the plan, including the teacher's explanation of activities and results (benefits) reflect quality effort and classroom, school, or school system application?

Again, the evaluator will develop a "7.2 Score" for each PDP leadership entry using a scoring rubric and criteria already applied to professional development entries. After scoring PDP inclusions for Indicator 7.2, the combined scores are used to develop the indicator score and will be placed on the Evaluation Summary Report.

Scoring the Professional Development And Leadership Indicator

The third page of the Evaluation Summary Report (ESR) contains a section for reporting the professional and leadership activities undertaken and completed for an evaluation cycle. Spaces are provided to transfer Area Scores for Indicators 7.1 and 7.2 from the PDP. After scores have been transferred, the evaluator uses pattern analysis for synthesizing them to create scores for each indicator for recording in the appropriate box of the ESR.

Questions

If questions arise during the evaluation process that need to be answered, first contact your evaluator. If the evaluator is unable to answer your questions, have the questions referred to your local evaluation coordinator.

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM FOR TEACHERS

Review and Appeal Process

Teachers who feel that the evaluation process has not been implemented in accordance with the policies and procedures stated in their Teacher Orientation Manuals may request formal review and appeal decisions rendered. The steps in this process are as follows:

Step 1: Discussion With Evaluator

The first step in trying to resolve issues relating to the evaluation process is informal discussion with the evaluator. Within five (5) working days of his/her evaluation summary conference, a teacher who believes that the evaluation has been influenced by evaluator failure to follow appropriate procedures should meet with the evaluator, state the concerns, and seek resolution of the problem. The evaluator should respond to the teacher's concern within five (5) working days.

Step 2: Local Administrative Review

Within 10 working days of receiving the evaluator's response (step 1), the teacher who feels that the concern brought to the evaluator in Step 1 has not been satisfactorily resolved, should complete a "Request For Evaluation Review Form" (obtained from the local PEPE coordinator) and submit copies to 1) the evaluator and 2) the superintendent or superintendent's designee.

Within 15 working days of receipt of the teacher's request for review, the superintendent or designee should respond in writing to the request designating action that will be taken to address the teacher's concern or denying the request and stating the reason(s) for the denial.

NOTE: Requests for review must document failure of the evaluator(s) to act in accordance with stated policies and procedures. For example, a teacher can request review because the State's procedures for collecting and analyzing data were not followed, or because he/she was not provided orientation to the evaluation program, or because he/she was not provided the specified conferences, etc. Explanation of the specific breach(s) in procedure must be provided. A teacher cannot request review of scores/results simply because he/she does not agree with them. (However, there could be procedural cause for disagreement with scores; e.g., lack of evaluator training). There must be a procedural reason(s) for requesting review.

Step 3: Local Board of Education Review

If the teacher believes that his/her request for review has not received appropriate consideration at step 2 of the process, the request may then be submitted in writing to the local board of education within 15 days of the teacher's receipt of the superintendent's (or designee's) written response.

The local Board of Education will review the request and respond in writing within five (5) working days following its next regularly scheduled Board meeting, designating action to be taken to address the teacher's concern or denying the request and stating the reason(s) for the denial.

GLOSSARY

Academic -	That which is focused on content, subject matter, or knowledge development.
Accountability -	Shared responsibility for actions relating to the education of children.
Activities -	Those things the students and/or the teacher will be doing during the lesson. Activities are expected to produce outcomes; they are not outcomes in and of themselves. It is expected that the teacher will not only select activities appropriate to lesson objectives, but will also plan a sequence of activities likely to produce the desired learning outcomes.
Administrator -	An individual who must provide the educational leadership and managerial direction for a system, school, or program. The term refers to the following leadership positions: Superintendents, Supervisors (by whatever title this position might be named locally), Principal, and Assistant Principal.
Allocation of instructional time -	Time within the instructional day designated for a particular course or subject; also, the amount of instructional time designated for components of course content.
Appeal -	An established process for questioning procedures applied in one's evaluation (only procedures of evaluation can be appealed).
Assessment -	The act of ascertaining the degree or amount of a performance resulting from the evaluation process or part of the evaluation process.
Assessment of ongoing performance -	Measuring and evaluating student outcomes or progress toward established goals and objectives.
Behavior -	What an individual says or does.
Class assessment procedures for determining students' attainment of outcomes -	A variety of assessment techniques designed to reveal the extent to which students have learned the prescribed student outcomes.
Classroom observation -	The process of collecting information about teaching performance through watching and listening in the classroom; the data collected during the observation process.
Clean environment -	Facilities which are judged by employees and non-school personnel to be clean at an acceptable level.
Clearly communicated-	Students, staff, and parents/guardians know what the procedures are.

Common-interest groups -	Instructional groupings based upon a shared need for specific learning(s); may be defined as a homogeneous group when the factor determining the grouping is interest.
Competence -	The repertoire of competencies an educator possesses.
Competency -	Specific knowledge, ability, or skill that an educator either possesses or does not possess, which is believed to be important to effectiveness and success.
Competency documentation -	Data/information/evidence used to support/justify a competency rating.
Competitive situations -	Students compete with each other to achieve a goal which only one or few students will attain, e.g., spelling bee, essay contest, relay race.
Comprehensive Personnel System -	Addresses all personnel system components in sufficient detail to describe procedures and practices.
Comprehensive Staff Development Program -	Addresses the range of professional growth for all personnel.
Conference -	A session held between the evaluator and the teacher for the purposes of clarifying existent information, collecting assessment data, sharing assessment results, and/or preparing a Professional Development Plan.
Consistently enforced -	Students, staff, and parents/guardians can describe the consequences which occur for violations of the discipline procedures.
Continuous review and revisions -	An ongoing process of studying, evaluating, and/or updating plans based on information such as student performance, current research, needs analyses, successes, and failures,
Course content sequence -	An ordering of topics within a course or within a grade level.
Criteria -	Demonstrable components of job performance upon which evaluation is based.
Curriculum -	A course or program of study.
Data Sources -	Types of instrumentation used in an evaluation system to collect data about an individual's performance.
Definition Item -	A subset of an indicator. Together, several definition items define performance expected in an indicator.
Development -	Activities to improve the on-the-job performance of employees; also, may include activities to enhance the overall professional performance of employees.

Developmental -	Age-appropriate activities designed to facilitate personal, educational, and career growth for students.
Documentation -	Formal, written comments on the ESR which are specific and objectively describe an employee's job performance in a competency area. The documentation comments are congruent with the notes for the justification of scores from the other instruments in the evaluation system and contain enough information to explain clearly the reasons for the assigned competency scores; tangible evidence.
Educational leadership -	The initiation, implementation, and institutionalization of school and systemwide change that result in improvement of student educational achievement and opportunity.
Educational management -	Maintenance of stability, organization, and security in all areas of the system/ school as they are directed toward achieving specific goals and objectives.
Educational technology -	Technology which includes computer, facsimile machines, multimedia technology, interactive video, telecommunications, hypermedia, and other technological advances for support and enrichment of classroom instruction and classroom management.
Effective -	Techniques which produce the desired outcome with the greatest accuracy.
Effective communication -	Common awareness of the purposes, procedures, and problems of the school; characterized by open channels of communication which lead to common ownership of the school program.
Effectiveness -	The use of practices and behaviors which produce desired outcomes.
Efficient -	Techniques which require minimal time, energy, or resources to obtain the desired outcome.
Equal access -	The assurance that no student will be denied access to a broad and varied educational program and materials and equipment because of his/her assignment to a particular school or classroom.
Evaluatee -	The person being evaluated by a designated evaluator. In the case of the teacher evaluation system, the evaluatee is the teacher.
Evaluation -	The systematic process of collecting data, analyzing them, and assessing the quality of performance using explicitly stated procedures and previously accepted standards.
Evaluation Contributor -	An individual who provides documents or data to primary evaluators.
Evaluation Summary Report -	A form used by an evaluator to summarize and combine information gathered from the various evaluation instruments used in data collection.

Evaluator -	An "evaluator" is an individual who 1) has been trained and/or certified by the Alabama State Department of Education in methods of administering the evaluation processes as required by the Alabama Professional Education Personnel Evaluation Program, and 2) has been designated to evaluate others.
Evidence -	Materials/behaviors that can be used to support scores assigned to a teacher.
Expectations of success -	The belief by staff, students, and parents/guardians that each student is capable of achieving the prescribed objectives of his/her program of study. This belief is supported by the instructional and administrative processes of the school.
Feedback-	Information given to an individual about his/her performance.
Formative Evaluation -	Assessing the performance of an individual for the specific purpose of identifying areas for professional growth/improvement.
Full-time supervision -	Someone at the system level that either has an overall picture of what is and should be happening instructionally or can bring together other system-level personnel who, collectively, can create the required overall picture.
Goals -	Statements of intent which direct/guide an educational program in a system/school/classroom.
Heterogeneous groups -	Instructional groupings designed to promote the synergistic effects upon learning of the variety of student differences in gender, race, socioeconomic level, ability, and achievement.
Holistic Scoring -	Derivation of a score by studying the pattern of behavior or practice in the area and making a professional judgment based on data collected. Holistic scoring does not rely on numerical averaging.
Homogeneous groups -	Instructional groupings based upon a single factor (e.g., ability, prior knowledge, interest) that will facilitate individual achievement almost always short term.
Indicator -	A subset of a competency. Together, several indicators define performance expected in a competency.
Individual differences -	Differences in ability, achievement, interests, maturity, sociability, motivation, special needs, and learning styles. The new teacher is expected to identify individual differences to be addressed and to explain the means used in this lesson to address them and to demonstrate accommodation of differences in the lesson.
Induction -	Activities which occur during the first years of employment which allow new employees to learn the skills, knowledge, attitudes and values needed to become part of the established culture. Effective induction occurs when an employee is able to internalize the norms of the organization.

Informal evaluation -	Means of obtaining information for evaluation purposes through less structured methods than are used in formal evaluation.
Initial practice -	That opportunity which a teacher provides immediately after presentation of content for learners to practice, under supervision or direction, the concept or skill presented in the lesson.
Instructional improvement plan -	Clearly defined strategies and methods for achieving better teaching and learning.
Interview -	Same as structure interview. The structured interview is intended to gather assessment information generally not available through other instrument sources. It can take either of two forms: a discussion between the evaluator and the teacher about activity in the designated areas of competence (oral interview) or teacher preparation of written responses to the question sets followed by a brief conference (written interview).
Large groups -	Whole class (or groups of several classes) instruction
Learning styles -	Ways in which learners function differently to learn (e.g., visual, auditory, tactile, kinesthetic).
Measurement methods -	Techniques for gathering formal data about performance; includes paper/pencil tests and a variety of other national and nontraditional assessment techniques Paper/pencil assessments are not the only, or even the most appropriate, measurements for all learning.
Media and materials -	Resources selected to assist the teaching/learning process. Examples of instructional media are computers, VCRs, film projectors, overhead projectors, and realia (real objectives), in other words, the "hardware" that will be used. Materials include print and non-print aids (films, disks, audiotapes, videotapes, CDs, transparencies, etc.), i.e., the "software" that will be used.
Mission statement -	A broad expression of the overall task with which the school personnel are charged.
Modified Scripting -	The process of recording what is seen and heard in an observation or interview without making judgments about its meaning or value. Modified scripts contain information pertinent to preselected evaluation criteria only; while "full" scripts contain all information seen or heard.
Monitor-	To check systematically by collecting data/information through formal or informal observations, conversations, and other means that will enable one to adjust processes and procedures.
	<u>NOTE:</u> Informality does not imply a lack of systematic planning for the data collection. Good monitoring is systematic.
Monitoring implementation of plans-	Ongoing methods for determining the extent to which plans are being utilized.

Notes for Justification of scores -	Specific, short, objective comments which support the rating assigned for the indicator or competency score. Notes for justification of scores serve as the basis for the more formal documentation descriptions which are written on the ESR.
Objectives -	Those specific, measurable outcomes expected of the learners at the conclusion of the lesson. Objectives should identify either knowledge to be gained or skills to be acquired.
Observation -	A process of gathering empirical data, noting occurrence, and documenting evidence of performance through watching and listening.
Observer -	The term "observer" refers to a role performed by an evaluator when observing for specific, defined performance behaviors. The role of the observer is to record, in as accurate and objective manner as possible, the events as they occur in the designated educational setting.
Off task -	The act of being engaged in non-learning related behavior; engaged in behavior inappropriate to the task at hand.
On task -	The act of being engaged in learning related behavior; engaged in behavior appropriate to the task at hand.
Orientation -	The initial introduction of an employee to the school/school system. Activities focus on information needed during the first few weeks of school or the first few months of employment.
Pattern Analysis -	The process of determining patterns in information/data collected.
Performance -	What the individual does on the job and how he/she does it.
Professional Development -	Activities designed to increase skills, knowledge, or abilities
PDL (Professional Development and Leadership Assessment) -	That part of the Professional Development Plan which provides for the collection and reporting of data related to professional development activities and leadership skills.
Positive teaching practices -	Strategies, techniques, or activities which engage students in productive learning activities, classroom arrangements, and/or use of material and human resources which promote student interest and engagement in learning activities.
Practice -	The opportunity provided students to systematically perform exercises enabling them to establish proficiency in the use of knowledge and skills.
Pre-test -	A test given to assess the student's strengths and weaknesses before teaching begins.
Probing questions -	Questions asked by an evaluator for the purpose of obtaining more in-depth information from the teacher.

Procedure-	The organization or sequence of steps for doing something; the activities to be used in instruction (instructional procedures)
Professional Development Plan-	A profile of activities developed from an individual's evaluation results which is designed to improve/increase skills, knowledge, or abilities in identified areas related to the competencies and indicators. It is also a package of specific, measurable objectives identified for attainment by a teacher. The selected objectives are of three types: 1) professional development objectives based on the teacher's evaluation results, 2) student achievement/development objectives, and 3) personal/professional objectives. Activities, timeliness plans for evaluating and documenting attainment of the objectives should be developed and mutually agreed upon by the supervisor and teacher.
Program Improvement Objectives -	Statements of specific, expected/desired program outcomes.
Questionnaire -	A data collection instrument administered to persons with first-hand knowledge of an individual's performance.
Rating -	The process of attaching a numerical score from a predetermined, pre-defined scale to patterns of data collected.
Recruitment -	Active soliciting of potential applicants.
Reliability -	Refers to reliability of measurement; addresses the question, "Are we measuring accurately?"
Reinforcement -	The provision of additional aid or distinction which will increase effectiveness, strengthen or support knowledge/skills.
Remediation -	The provision of additional aid or instruction in an area of weakness.
Required Inservice -	Improvement activities which are undertaken based on requirements of the local school system. Attendance is mandatory for participants and activities usually occur during contracted time.
Resources for instruction -	Resources that are used to achieve specified student outcomes. They may include textbooks, audiovisual software, computer software, manipulatives, supplemental textbooks, and/or a particular style manual to guide grading of research papers.
Review -	What a teacher does or asks students to do which summarizes or restates concepts, principles, or skills from the current lesson, previous lesson, or previous learning.
Safe environment -	At a bare minimum, an absence of hazards to health and safety.
School climate -	The physical, social, and psychological environment provided for learning by the educational philosophy, program, and practices of the school.

Self-evaluation -	The process of making judgments of one's own performance concerning professional accomplishments and competencies as an employee, based on personal knowledge of the area of performance involved, the characteristics of the given situation, and the specified standards of performance pre-established for the position.
Self-Initiated Activities -	Improvement activities which are undertaken based on one's own energy and drive and not required as part of contracted time.
Selection -	Activities resulting in selection, including procedures for receiving applications, reviewing applications, conducting interviews, making recommendations for employment, and providing notification to candidates not selected.
Self-assessment -	A process used by an individual to assess his/her performance for the purposes of identifying strengths and areas for improvement.
Sequential curriculum plan -	Includes course content, student outcomes, and course content sequence (e.g., a summary of topics to be taught within specified time frames). The format may be a narrative, a topical outline, a listing, a chart, or any combination of these.
Sign Observation System -	A type of structured observation which consists of a list of rather narrowly defined behaviors called signs, each of which is considered relevant to a dimension of behavior that is to be measured. Each observation session is divided into short periods during which the observer is expected to record the listed behaviors observed during that period
Small groups -	Subgrouping of classes to meet common needs (based upon interests, abilities, and/or preferences).
State guidelines -	Any guidelines or interpretations issued by the State Superintendent of Education.
Strategies that accommodate student learning styles -	Modifications in instruction which reflect students' environmental, social, physical, and emotional needs.
Structured Interview -	Instrumentation used to collect information directly from the teacher. In the oral interview an evaluator in a one-on-one setting collects verbal information about the performance from a teacher. The exact wording and sequence of questions are determined in advance. Teachers are asked the same basic questions in the same order. In the written interview, the teacher responds in writing to the questions and the evaluator asks clarifying or probing questions after reading these responses.
Student achievement -	Accomplishment/progress made by students in the area(s) of academics/motivation/attitudes.
Student achievement objectives -	Statements of specific, expected/desired outcomes in student performance (academic achievement, motivation, attitude, etc.)

Student outcomes -	Precise statements of what students are expected to learn at each level of work or for each course (e.g., Algebra II, Grade 2 Language Arts, Grade 5 Physical Education). Statements of behavior (e.g., knowledge, skill, awareness) that describe the end result of instruction.
Student performance data -	Outcome data (test results, student behavior) which provide the basis for measuring and evaluating the learning which has occurred.
Summarization -	Review of what has been taught and learned.
Summative Evaluation -	Assessing the performance of an individual for the specific purpose of making employment decisions (e.g., continued contract, transfer, tenure, promotion).
Supervisor's Review Form -	An evaluation instrument used by a supervisor to assess a teacher's performance of selected competencies and indicators.
Teacher -	A person certified by the teacher certification authority of the State of Alabama, employed as an instructor in the public elementary and high schools of the State of Alabama, reporting to a local school principal, and supervising students and assigned personnel. A teacher's primary responsibility is to help students learn subject matter and skills that will contribute to their development as mature, able, responsible members of society.
Technology	Technology is defined broadly to include any technological device (computer, calculator, telephone, etc.) used for instructional purposes. "Uses" means that the technology is integrated into the instructional process. It is not simply a practice tool. Technology can be used by either the teacher when he/she is developing the lesson or by students engaged in learning
Thinking Skills -	The processes and procedures an individual uses to mentally process information taken in from his/her learning environment. Thinking skills as defined in the Program include seven levels of microthinking skills, critical thinking operations, and the strategies of decision making, problem solving, and conceptualizing.
Trainer -	The term "trainer" refers to an individual who 1) has been trained and certified by the Alabama State Department of Education in methods of administering the evaluation processes and 2) has been selected to train and certify others.
Validity -	Refers to validity of measurement; addresses the question, "How do we know we are measuring what we want it to measure?"
Varied -	Selection of materials/equipment for the purpose of addressing individual differences among a group of learners.
Variety -	Selection of materials/equipment for the purpose of teaching the same concept or skill.

Appendix A

Competencies, Indicators, and Definitions for Teachers

1 1



**COMPETENCIES, INDICATORS, AND DEFINITIONS
FOR TEACHERS**

**The Alabama Department of Education
Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36130-3901**

**Dr. Ed Richardson
State Superintendent of Education**

Revised, 1996

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM TEACHER COMPETENCIES

1.0 PREPARATION FOR INSTRUCTION

Effective teachers plan carefully for instruction. That planning includes selection of both goals and objectives to be accomplished, identification of creative, innovative activities to accomplish the objectives and accommodate differences in learners, and preparation of instructional resources to support learning.

1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives

- selects long-range goals from state and/or local curriculum guides and sources
- selects/states and sequences short-term, measurable objectives in accordance with learner needs and program goals
- selects objectives from approved state and/or school system sources

1.2 Identifies Various Instructional Strategies

- integrates knowledge and skills across curriculum areas
- plans creative and innovative activities appropriate to objectives, including the use of technology
- identifies teaching-learning activities to accommodate individual differences/exceptionalities among learners (e.g., achievement and ability levels, interests, learning styles)
- plans instruction consistent with developmental level of students (physical, social, emotional, and cognitive)

1.3 Prepares Instructional Resources for Use

- selects and uses resources that are directly related to the purpose(s) and objectives of the lesson and the skills/concepts to be mastered
- selects and uses resources that further clarify the lesson (remediation, reinforcement, or enrichment)
- selects and uses resources appropriate to student differences (ability, achievement, interests, learning styles)
- selects and uses technology/media, bulletin boards, models, realia, and/or displays
- sequences materials in appropriate order and locates them for distribution when needed
- makes sure that equipment is in working order and ready for use when needed

2.0 PRESENTATION OF ORGANIZED INSTRUCTION

Effective teachers organize instruction. They introduce students to lessons, give clear directions, develop lesson content systematically, and provide appropriate summarizations of knowledge and student practice of skills.

2.1 Orients Student to the Lesson

- secures student attention
- states purposes of lesson and its objectives
- identifies contents/skills to be mastered
- relates current lesson content to previous and future lesson content

2.2 Gives Clear Directions

- gives concise, but sufficient, directions
- presents directions in logical sequence
- presents directions (written and oral) in easy to follow form
- provides examples of how to do task
- identifies steps in the task
- receives minimum number of procedural questions

2.3 Develops the Lesson

- explains concepts, terms, vocabulary, principles
- presents content to fit objectives
- presents content in logical pattern and sequence
- provides examples or illustrations from life experiences and current events
- questions effectively
- provides smooth transitions from one activity to another
- relates content to other subject areas
- uses technology when appropriate

2.4 Provides Practice and Summarization

- provides guided practice when appropriate
- assigns independent practice (in-school, at-home activities) when appropriate
- provides review at appropriate points

2.5 Demonstrates Knowledge of Subject Matter and Pedagogy

- uses accurate, up-to-date information
- establishes relationships among facts, concepts, principles, skills
- emphasizes main ideas, central themes
- identifies/questions misconceptions, and faulty logic
- responds accurately to student questions
- uses multiple representations and explanations

3.0 ASSESSMENT OF STUDENT PERFORMANCE

Effective teachers skillfully evaluate student performance and use assessment results to improve their instruction. They are expert in measuring student progress, providing feedback about performance to students and reporting student progress to others who need to know.

3.1 Monitors Student Performance

- checks student understanding, processes, products
- solicits questions
- requests student demonstration of task/skill
- asks questions requiring comprehension, application, evaluation of concept/skill

3.2 Measures Student Progress Systematically

- assesses level of performance and progress regularly
- uses variety of appropriate assessment methods and instruments
- uses assessment strategies to involve students in self-assessment activities

3.3 Provides Feedback About Student Performance

- acknowledges participation and response
- affirms correct responses
- praises specific behaviors and accomplishments
- provides specific, corrective statements to inappropriate responses
- makes specific recommendations for improvement

3.4 Uses Assessment Results

- uses assessment data to determine achievement of objectives
- uses assessment data to modify objectives, content, instructional strategies
- clarifies/elaborates direction and explanations
- reteaches when necessary using alternative strategies, activities and/or materials
- adjusts pacing of instruction and activities for individuals/groups when necessary
- uses assessment data in reporting progress and accomplishment to students, parents/guardians, professional staff by multiple means (report cards, progress reports, notes, conferences, etc.)

4.0 CLASSROOM MANAGEMENT

Effective teachers manage class time and student behavior. They maximize instructional time and minimize disruptions to instruction.

4.1 Manages Class Time

- begins instruction promptly
- completes non-instructional duties with minimal loss of instruction time
- disseminates materials and supplies and uses equipment with minimal loss of instructional time
- discourages or redirects student digressions
- follows planned sequence of activities with minimum teacher digressions
- minimizes time students spend waiting with nothing to do
- makes effective use of time
- returns students to task quickly after unavoidable interruptions

4.2 Manages Student Behavior

- establishes classroom rules and procedures
- requires and monitors student adherence to rules and procedures
- anticipates conditions which can lead to inappropriate student behavior and uses intervention strategies
- uses verbal and nonverbal (proximity, eye contact, etc.) skills to control student conduct
- stops inappropriate behavior using reasonable sanctions
- rewards (verbally and nonverbally) appropriate student conduct

5.0 POSITIVE LEARNING CLIMATE

Effective teachers establish positive learning climates by involving students in classroom interactions, constantly communicating high expectations for student performance, expressing positive affect, and minimizing negative messages.

5.1 Involves Students in Interaction

- encourages active participation
- ensures equitable participation
- establishes and maintains effective positive rapport with/between/among students
- elicits responses
- encourages students to help each other and share ideas
- accepts and uses student ideas, questions, and responses
- seeks alternative responses
- refers student ideas and questions to other students
- engages students in generating knowledge and testing hypotheses
- varies roles in instructional process (facilitator, coach, audience) in relation to content and purposes of instructional needs of students

5.2 Communicates High Expectations

- establishes and maintains timelines for task completions
- establishes and maintains standards for consistency, correctness, neatness, and form
- holds students accountable for assigned activities
- encourages students to deliver quality performance and products
- indicates confidence in students' ability to learn

5.3 Expresses Positive Affect/Minimizes Negative Affect

- expresses enthusiasm verbally and nonverbally
- uses positive verbal language
- uses positive nonverbal cues
- demonstrates respect and consideration for all students
- accepts student responses without ridicule
- avoids use of sarcasm/derogatory statements (verbal and nonverbal)
- avoids personal criticism of students
- avoids emotional outbursts

5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided

- arranges furniture and equipment to facilitate movement and learning
- uses assigned facilities to accommodate different types of activities
- creates an attractive physical environment

6.0 COMMUNICATION

Effective teachers are effective communicators. They speak and write clearly, coherently, and correctly.

6.1 Speaks Clearly, Correctly, and Coherently

- uses standard speech
- pronounces words correctly
- adjusts rate of speaking when needed /requested
- adjusts pitch for emphasis
- organizes presentations
- uses vocabulary and style appropriate to level of students
- speaks fluently

6.2 Writes Clearly, Correctly, and Coherently

- spells words correctly
- uses correct grammar and mechanics
- writes legibly
- uses vocabulary and style appropriate to level of audience
- organizes written information

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP

Effective teachers seek to grow in professional knowledge and skills. Further, they seek ways to become leaders in improving their school, school system and profession.

7.1 Improves Professional Knowledge and Skills

- participates in professional organizations
- participates in school system and state professional development programs and/or attends state, regional, and national conferences
- participates in a professional development program to improve job performance
- takes formal course work or obtains advanced degree(s)/certification
- uses ideas from books, professional journals, and professional organizations to improve teaching

7.2 Takes A Leadership Role in Improving Education

- provides leadership in identifying and resolving issues and problems facing education (local, state, regional, national)
- provides leadership in establishing and/or achieving school/school system goals
- initiates activities and projects in the school/school system
- conducts workshops/training sessions
- shares ideas, materials, and resources with peers and others
- participates in shared decision-making in the school

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

Effective teachers perform their responsibilities in an efficient and timely manner. They complete tasks on time; adhere to laws, policies, and regulations; and they consistently exhibit professionalism and cooperative behavior.

8.1 Completes Job Requirements According to Established Timelines

- completes assigned task on schedule
- is punctual for school, classes, meetings, conferences, and other scheduled activities
- adheres to local personnel policies and procedures (e.g. attendance, leave)

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

- maintains accurate, up-to-date records, including student progress records
- establishes procedures consistent with established policies, laws, and regulations
- recommends actions in accordance with applicable laws, policies, and regulations
- supports established laws, policies, and procedures when dealing with school personnel, students, and parents/guardians

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

- treats confidential information about students, staff, and school affairs in a professional and ethical manner
- demonstrates respect, interest, and consideration for those with whom he/she interacts
- assists in school planning when requested
- participates in collegial efforts without giving up individual rights to dissent or to work to effect change
- handles contacts with parents/guardians in a professional, ethical manner

8.4 Promotes Cooperation with Parents/Guardians and Between School and Community

- adjusts activities and schedules when necessary to accommodate other programs or activities
- holds conferences at times mutually convenient to all participants
- uses community resources to supplement program
- encourages parents/guardians to participate in the school
- participates in school-related, parent-/guardian-directed meetings when appropriate
- acts as an advocate for students
- seeks outside help for students, as needed

Appendix B

Instruments and Forms



ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

SELF-ASSESSMENT FORM TEACHER

Teacher: _____

Date: ____/____/____
MM DD YY

This self-assessment instrument should be completed by the teacher for his/her own personal use. For first year teachers, the instrument should be completed during the second semester of the first year of teaching. The information obtained from the self-assessment can be used in three ways: 1) to identify areas for improvement; 2) to compare personal perceptions of performance with results of evaluation by a superordinate; and 3) to assist in developing a professional development plan and goal accountability plan collaboratively with one's supervisor. It is the teacher's option whether to share the results of the self-assessment during the Evaluation Summary Conference, but sharing can lead to useful discussion.

Teachers should refer to the list of definition items in determining their performance for the indicators and competency areas. *The definition items define each indicator and should be used to formulate a response at the indicator level.* Indicator scores should be used to formulate an overall score for each competency area.

The following scale should be used to determine the scores for each of the indicators and competency areas.

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area of Strength

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the areas(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

*Use Definitional Items to Determine Indicator Scores
Use Indicator Scores to Determine Competency Scores*

1.0 PREPARATION FOR INSTRUCTION

1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives

- | | | | | |
|---|---|---|---|---|
| 1-selects long-range goals from state and/or local curriculum guides and sources | 1 | 2 | 3 | 4 |
| 2-selects/states and sequences short-term, measurable objectives in accordance with learner needs and program goals | 1 | 2 | 3 | 4 |
| 3-selects objectives from approved state and/or school system sources | 1 | 2 | 3 | 4 |

Indicator Score: 1 2 3 4

1.2 Identifies Various Instructional Strategies

- | | | | | |
|--|---|---|---|---|
| 1-integrates knowledge and skills across curriculum areas | 1 | 2 | 3 | 4 |
| 2-plans creative and innovative activities appropriate to objectives, including the use of technology | 1 | 2 | 3 | 4 |
| 3-identifies teaching-learning activities to accommodate individual differences/exceptionalities among learners (e.g., achievement and ability levels, interests, learning styles) | 1 | 2 | 3 | 4 |
| 4-plans instruction consistent with developmental level of students (physical, social, emotional, & cognitive) | 1 | 2 | 3 | 4 |

Indicator Score: 1 2 3 4

1.3 Prepares Instructional Resources for Use

- | | | | | |
|--|---|---|---|---|
| 1-selects and uses resources that are directly related to the purpose(s) and objectives of the lesson and the skills/concepts to be mastered | 1 | 2 | 3 | 4 |
| 2-selects and uses resources that further clarify the lesson (remediation, reinforcement, or enrichment) | 1 | 2 | 3 | 4 |
| 3-selects and uses resources appropriate to student differences (ability, achievement, interests, learning styles) | 1 | 2 | 3 | 4 |
| 4-selects and uses technology/media, bulletin boards, models, realia, and/or displays | 1 | 2 | 3 | 4 |
| 5-sequences materials in appropriate order and locates them for distribution when needed | 1 | 2 | 3 | 4 |
| 6-makes sure that equipment is in working order and ready for use when needed | 1 | 2 | 3 | 4 |

Indicator Score: 1 2 3 4

1.0 PREPARATION FOR INSTRUCTION

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

2.0 PRESENTATION OF ORGANIZED INSTRUCTION

2.1 Orients Student to the Lesson

- | | | | | |
|--|---|---|---|---|
| 1-secures student attention | 1 | 2 | 3 | 4 |
| 2-states purposes of lesson and its objectives | 1 | 2 | 3 | 4 |
| 3-identifies contents/skills to be mastered | 1 | 2 | 3 | 4 |
| 4-relates current lesson content to previous and future lesson content | 1 | 2 | 3 | 4 |

Indicator Score: 1 2 3 4

2.2 Gives Clear Directions

- | | | | | |
|---|---|---|---|---|
| 1-gives concise, but sufficient, directions | 1 | 2 | 3 | 4 |
| 2-presents directions in logical sequence | 1 | 2 | 3 | 4 |
| 3-presents directions (written and oral) in easy to follow form | 1 | 2 | 3 | 4 |
| 4-provides examples of how to do task | 1 | 2 | 3 | 4 |
| 5-identifies steps in the task | 1 | 2 | 3 | 4 |
| 6-receives minimum number of procedural questions | 1 | 2 | 3 | 4 |

Indicator Score: 1 2 3 4



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

2.3 Develops the Lesson

- 1-explains concepts, terms, vocabulary, principles
- 2-presents content to fit objectives
- 3-provides examples or illustrations from life experiences and current events
- 4-presents content in logical pattern and sequence
- 5-questions effectively
- 6-provides smooth transitions from one activity to another
- 7-relates content to other subject areas
- 8-uses technology when appropriate

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Indicator Score: 1 2 3 4

2.4 Provides Practice and Summarization

- 1-provides guided practice when appropriate
- 2-assigns independent practice (in-school, at-home activities) when appropriate
- 3-provides review at appropriate points

1	2	3	4
1	2	3	4
1	2	3	4

Indicator Score: 1 2 3 4

2.5 Demonstrates Knowledge of Subject Matter and Pedagogy

- 1-uses accurate, up-to-date information.
- 2-establishes relationships among facts, concepts, principles, skills
- 3-emphasizes main ideas, central themes
- 4-identifies/questions misconceptions, and faulty logic
- 5-responds accurately to student questions
- 6-uses multiple representations and explanations

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Indicator Score: 1 2 3 4

2.0 PRESENTATION OF ORGANIZED INSTRUCTION COMPETENCY SCORE: 1 2 3 4

Notes/Comments

3.0 ASSESSMENT OF STUDENT PERFORMANCE

3.1 Monitors Student Performance

- 1-checks student understanding, processes, products
- 2-solicits questions
- 3-requests student demonstration of task/skill
- 4-asks questions requiring comprehension, application, evaluation of concept/skill

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Indicator Score: 1 2 3 4

3.2 Measures Student Progress Systematically

- 1-assesses level of performance and progress regularly
- 2-uses variety of appropriate assessment methods and instruments
- 3-uses assessment strategies to involve students in self-assessment activities

1	2	3	4
1	2	3	4
1	2	3	4

Indicator Score: 1 2 3 4

3.3 Provides Feedback About Student Performance

- 1-acknowledges participation and response
- 2-affirms correct responses
- 3-praises specific behaviors and accomplishments
- 4-provides specific, corrective statements to inappropriate responses
- 5-makes specific recommendations for improvement

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Indicator Score: 1 2 3 4



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

3.4 Uses Assessment Results

1-uses assessment data to determine achievement of objectives	1	2	3	4
2-uses assessment data to modify objectives, content, instructional strategies	1	2	3	4
3-clarifies/elaborates direction and explanations	1	2	3	4
4-reteaches when necessary using alternative strategies, activities and/or materials	1	2	3	4
5-adjusts pacing of instruction and activities for individuals/groups when necessary	1	2	3	4
6-uses assessment data in reporting progress and accomplishment to students, parents/guardians, professional staff by multiple means (report cards, progress reports, notes, conferences, etc.)	1	2	3	4

Indicator Score: 1 2 3 4

3.0 ASSESSMENT OF STUDENT PERFORMANCE COMPETENCY SCORE: 1 2 3 4

Notes/Comments

4.0 CLASSROOM MANAGEMENT

4.1 Manages Class Time

1-begins instruction promptly	1	2	3	4
2-completes non-instructional duties with minimal loss of instruction time	1	2	3	4
3-disseminates materials and supplies and uses equipment with minimal loss of instructional time	1	2	3	4
4-discourages or redirects student digressions	1	2	3	4
5-follows planned sequence of activities with minimum teacher digressions	1	2	3	4
6-minimizes time students spend waiting with nothing to do	1	2	3	4
7-makes effective use of time	1	2	3	4
8-returns students to task quickly after unavoidable interruptions	1	2	3	4

Indicator Score: 1 2 3 4

4.2 Manages Student Behavior

1-establishes classroom rules and procedures cooperatively with students when appropriate	1	2	3	4
2-requires and monitors student adherence to rules and procedures	1	2	3	4
3-anticipates conditions which can lead to inappropriate student behavior and uses intervention strategies	1	2	3	4
4-uses verbal and nonverbal (proximity, eye contact, etc.) skills to control student conduct	1	2	3	4
5-stops inappropriate behavior using reasonable sanctions	1	2	3	4
6-rewards (verbally and nonverbally) appropriate student conduct	1	2	3	4

Indicator Score: 1 2 3 4

4.0 CLASSROOM MANAGEMENT COMPETENCY SCORE: 1 2 3 4

Notes/Comments



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

5.0 POSITIVE LEARNING CLIMATE

5.1 Involves Students in Interaction

1-encourages active participation	1	2	3	4
2-ensures equitable participation	1	2	3	4
3-establishes and maintains effective positive rapport with students	1	2	3	4
4-elicits responses	1	2	3	4
5-encourages students to help each other and share ideas	1	2	3	4
6-accepts and uses student ideas, questions, and responses	1	2	3	4
7-seeks alternative responses	1	2	3	4
8-refers student ideas and questions to other students	1	2	3	4
9-engages students in generating knowledge and testing hypotheses	1	2	3	4
10-varies roles in instructional process (facilitator, coach, audience) in relation to content and purposes of instructional needs of students	1	2	3	4

Indicator Score: 1 2 3 4

5.2 Communicates High Expectations

1-establishes and maintains timelines for task completions	1	2	3	4
2-establishes and maintains standards for consistency, correctness, neatness, and form	1	2	3	4
3-holds students accountable for assigned activities	1	2	3	4
4-encourages students to deliver quality performance and products	1	2	3	4
5-indicates confidence in students' ability to learn	1	2	3	4

Indicator Score: 1 2 3 4

5.3 Expresses Positive Affect/Minimizes Negative Affect

1-expresses enthusiasm verbally and nonverbally	1	2	3	4
2-uses positive verbal language	1	2	3	4
3-uses positive nonverbal cues	1	2	3	4
4-demonstrates respect and consideration for all students	1	2	3	4
5-accepts student responses without ridicule	1	2	3	4
6-avoids use of sarcasm/derogatory statements (verbal and nonverbal)	1	2	3	4
7-avoids personal criticism of students	1	2	3	4
8-avoids emotional outbursts	1	2	3	4

Indicator Score: 1 2 3 4

5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided

1-arranges furniture and equipment to facilitate movement and learning	1	2	3	4
2-uses assigned facilities to accommodate different types of activities	1	2	3	4
3-creates an attractive physical environment	1	2	3	4

Indicator Score: 1 2 3 4

5.0 POSITIVE LEARNING CLIMATE

COMPETENCY SCORE: 1 2 3 4

Notes/Comments



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

6.0 COMMUNICATION

6.1 Speaks Clearly, Correctly, and Coherently

1-uses standard speech	1	2	3	4
2-pronounces words correctly	1	2	3	4
3-adjusts rate of speaking when needed /requested	1	2	3	4
4-adjusts pitch for emphasis	1	2	3	4
5-organizes presentations	1	2	3	4
6-uses vocabulary and style appropriate to level of students	1	2	3	4
7-speaks fluently	1	2	3	4

Indicator Score: 1 2 3 4

6.2 Writes Clearly, Correctly, and Coherently

1-spells words correctly	1	2	3	4
2-uses correct grammar and mechanics	1	2	3	4
3-writes legibly	1	2	3	4
4-uses vocabulary and style appropriate to level of audience	1	2	3	4
5-organizes written information	1	2	3	4

Indicator Score: 1 2 3 4

6.0 COMMUNICATION

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP

7.1 Improves Professional Knowledge and Skills

1-participates in professional organizations	1	2	3	4
2-participates in school system and state professional development programs and/or attends state, regional, and national conferences	1	2	3	4
3-participates in a professional development program to improve job performance	1	2	3	4
4-takes formal course work or obtains advanced degree(s)/certification	1	2	3	4
5-uses ideas from books, professional journals, and professional organizations to improve teaching	1	2	3	4

Indicator Score: 1 2 3 4

7.2 Takes A Leadership Role in Improving Education

1-provides leadership in identifying and resolving issues and problems facing education (local, state, regional, national)	1	2	3	4
2-provides leadership in establishing and/or achieving school/school system goals	1	2	3	4
3-initiates activities and projects in the school/school system	1	2	3	4
4-conducts workshops/training sessions	1	2	3	4
5-shares ideas, materials, and resources with peers and others	1	2	3	4
6-participates in shared decision-making in the school	1	2	3	4

Indicator Score: 1 2 3 4

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP COMPETENCY SCORE: 1 2 3 4

Notes/Comments



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

8.1 Completes Job Requirements According to Established Timelines

1-completes assigned task on schedule	1	2	3	4
2-is punctual for school, classes, meetings, conferences, and other scheduled activities	1	2	3	4
3-adheres to local personnel policies and procedures (e.g. attendance, leave)	1	2	3	4

Indicator Score: 1 2 3 4

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

1-maintains accurate, up-to-date records, including student progress records	1	2	3	4
2-establishes procedures consistent with established policies, laws, and regulations	1	2	3	4
3-recommends actions in accordance with applicable laws, policies, and regulations	1	2	3	4
4-supports established laws, policies, and procedures when dealing with school personnel, students, and parents/guardians	1	2	3	4

Indicator Score: 1 2 3 4

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

1-treats confidential information about students, staff, and school affairs in a professional and ethical manner	1	2	3	4
2-demonstrates respect, interest, and consideration for those with whom he/she interacts	1	2	3	4
3-assists in school planning when requested	1	2	3	4
4-participates in collegial efforts without giving up individual rights to dissent or to work to effect change	1	2	3	4
5-handles contacts with parents/guardians in a professional, ethical manner	1	2	3	4

Indicator Score: 1 2 3 4

8.4 Promotes Cooperation with Parents/Guardians and Between School and Community

1-adjusts activities and schedules when necessary to accommodate other programs or activities	1	2	3	4
2-holds conferences at times mutually convenient to all participants	1	2	3	4
3-uses community resources to supplement program	1	2	3	4
4-encourages parents/guardians to participate in the school	1	2	3	4
5-participates in school-related, parent-/guardian-directed meetings when appropriate	1	2	3	4
6-acts as an advocate for students	1	2	3	4
7-seeks outside help for students, as needed	1	2	3	4

Indicator Score: 1 2 3 4

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

List numbers of not more than three Competencies and a limited number of Indicators identified for the focus of a Professional Development Plan for the next school year.

Competency:

Competency:

Competency:

Indicators:

Indicators:

Indicators:



ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

STRUCTURED ORAL/Written Interview Scoring Form TEACHER

Teacher: _____

Date: ____/____/____
MM DD YY

Evaluator: _____

(Provide evaluator name only if different from the name on the ESR form)

☐ Oral Interview

☐ Written Interview Option

The interview contains 3 question sets. It is administered in one of two ways: 1) it may be conducted in one or more sessions by trained evaluators, or 2) the teacher can provide written responses to the question sets. If the teacher chooses to provide written responses, all three question sets are due at a time agreed upon by the evaluator and the teacher. A conference between the evaluator and the teacher is required to discuss the written responses and/or for the evaluator to ask probing or clarifying questions. In either interview administration, the teacher may or may not choose to provide a representative sampling of materials that assist in explanations.

The question sets to be addressed are attached to this Interview Scoring Form. If the interview is conducted as a structured oral interview, responses from the teacher are recorded by the evaluator on the Observation/Interview Scripting Form. If the teacher chooses to write responses to the interview, these responses should be written on the Observation/Interview Scripting Form. Each sheet should indicate the teacher's name, page number, and the question set to which a response is made. If the teacher chooses to provide materials as examples that assist in an explanation, these materials should be attached as appendices. More detailed instructions are provided in the Evaluator and Teacher Orientation manuals.

The scoring statements on this Interview Scoring Form should be used in determining the indicator scores. Procedures and definitions for scoring the interview appear in the Evaluator and Orientation Manuals. Explanation of assigned scores will be provided to the teacher.

The following scale should be used to determine a score for each item and indicator:

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area Of Strength

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable

4 - Demonstrates Excellence

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

(over)

SCORING FORM FOR TEACHER'S STRUCTURED ORAL/WRITTEN INTERVIEW



1 - Unsatisfactory 3 - Area of Strength
2 - Needs Improvement 4 - Demonstrates Excellence

QUESTION SET 1 (INDICATOR 1.1)

How do you determine your instructional goals and objectives? Discuss the criteria and sources you use to develop long range goals and short term objectives and how you decide upon and develop these goals and objectives from the criteria or sources. *Examples of materials that will assist your explanation may be provided.*

- | | | | | |
|--|---|---|---|---|
| 1. Develops/uses goals and objectives from state and local curriculum frameworks and other appropriate sources | 1 | 2 | 3 | 4 |
| 2. Develops a variety of goals and objectives | 1 | 2 | 3 | 4 |
| 3. Sequences goals and objectives to facilitate learning | 1 | 2 | 3 | 4 |
| 4. Addresses learner needs | 1 | 2 | 3 | 4 |

Notes/Comments for Justification of Scores

Indicator 1.1 Score: 1 2 3 4

QUESTION SET 2 (INDICATORS 1.2 and 1.3)

How do you plan for your lessons? In your discussion, please include how you determine instructional strategies as well as teacher and student activities. Also discuss how you select and plan for the use of instructional resources such as materials, media, equipment, and people; and how you accommodate for individual differences. Include in your discussion why you use these strategies and resources. *Examples of materials that will assist your explanation may be provided.*

- | | | | | |
|--|---|---|---|---|
| 1. Integrates knowledge and skills across curriculum areas | 1 | 2 | 3 | 4 |
| 2. Plans variety of creative and innovative teaching/learning activities and strategies appropriate to objectives, including use of technology | 1 | 2 | 3 | 4 |
| 3. Identifies teaching/learning activities to accommodate individual differences among learners, including developmental levels | 1 | 2 | 3 | 4 |

Indicator 1.2 Score: 1 2 3 4

- | | | | | |
|---|---|---|---|---|
| 4. Uses variety of resources related to purpose and objectives of the lesson and concepts/skills to be mastered | 1 | 2 | 3 | 4 |
| 5. Uses resources for clarification and lesson enhancement | 1 | 2 | 3 | 4 |
| 6. Uses resources appropriate to student differences | 1 | 2 | 3 | 4 |

Notes/Comments for Justification of Scores

Indicator 1.3 Score: 1 2 3 4

QUESTION SET 3 (INDICATORS 3.2 and 3.4)

How do you assess students, their performance, and your teaching; and what do you do with the results of these assessments? In your discussion, address your assessment plan and your assessment strategies including the types of assessments you use and why you use these assessments. Also discuss how you use the results, and how you record and report student performance and progress. *Examples of materials that will assist your explanation may be provided.*

- | | | | | |
|--|---|---|---|---|
| 1. Assesses level of performance and progress systematically and regularly using appropriate methods and instruments | 1 | 2 | 3 | 4 |
| 2. Maintains accurate, comprehensive records of progress and performance outcomes | 1 | 2 | 3 | 4 |
| 3. Uses assessment strategies to involve students in self-assessment activities | 1 | 2 | 3 | 4 |

Indicator 3.2 Score: 1 2 3 4

- | | | | | |
|--|---|---|---|---|
| 4. Uses measurement data to determine achievement of goals and objectives | 1 | 2 | 3 | 4 |
| 5. Uses measurement data to modify objectives, content, and instructional strategies | 1 | 2 | 3 | 4 |
| 6. Uses variety of methods in reporting progress and accomplishment to students, parents/guardians, and others | 1 | 2 | 3 | 4 |

Notes/Comments for Justification of Scores

Indicator 3.4 Score: 1 2 3 4

Teacher Structured Oral/Written Interview Question Sets

The question sets for the Structured Oral/Written Interview are provided below. The items below each question set are the statements that correspond to the definitional items in the Teacher Competencies. These statements are provided for reference and should be used as a guide in determining responses.

If the interview is conducted as a structured oral interview, responses from the teacher are recorded by the evaluator on the Observation/Interview Scripting Form. If the teacher chooses to write responses to the interview, these responses should be written on the Observation/Interview Scripting Form. Each sheet should indicate the teacher's name, page number, and the question set to which a response is made.

If the teacher decides to provide materials as examples that assist in an explanation, these materials should be referenced in the responses to the questions. During the oral structured interview, these materials should be shared with the evaluator. In the written interview, they should be provided as attachments. More detailed instructions are provided in the Evaluator and Teacher Orientation manuals.

QUESTION SET 1 (INDICATOR 1.1)

How do you determine your instructional goals and objectives? Discuss the criteria and sources you use to develop long range goals and short term objectives and how you decide upon and develop these goals and objectives from the criteria or sources. *Examples of materials that will assist your explanation may be provided.*

- Develops/uses goals and objectives from state and local curriculum frameworks, and other appropriate sources
- Develops a variety of goals and objectives
- Sequences goals and objectives to facilitate learning
- Addresses learner needs

QUESTION SET 2 (INDICATORS 1.2 and 1.3)

How do you plan for your lessons? In your discussion, please include how you determine instructional strategies as well as teacher and student activities. Also discuss how you select and plan for the use of instructional resources such as materials, media, equipment, and people; and how you accommodate for individual differences. Include in your discussion why you use these strategies and resources. *Examples of materials that will assist your explanation may be provided.*

- Integrates knowledge and skills across curriculum areas
- Plans variety of creative and innovative teaching/learning activities and strategies appropriate to objectives, including the use of technology
- Identifies teaching/learning activities to accommodate individual differences among learners, including developmental levels
- Uses variety of resources related to purpose and objectives of the lesson and concepts/skills to be mastered
- Uses resources for clarification and lesson enhancement
- Uses resources appropriate to student differences

QUESTION SET 3 (INDICATORS 3.2 and 3.4)

How do you assess students, their performance, and your teaching; and what do you do with the results of these assessments? In your discussion, address your assessment plan and your assessment strategies including the types of assessments you use and why you use these assessments. Also discuss how you use the results, and how you record and report student performance and progress. *Examples of materials that will assist your explanation may be provided.*

- Assesses level of performance and progress systematically and regularly using appropriate methods and instruments
- Maintains accurate, comprehensive records of progress and performance outcomes
- Uses assessment strategies to involve students in self-assessment activities
- Uses measurement data to determine achievement of goals and objectives
- Uses measurement data to modify objectives, content, and instructional strategies
- Uses variety of methods in reporting progress and accomplishment to students, parents/guardians, and others

OBSERVATION/INTERVIEW SCRIPTING FORM

Page

Teacher Name: _____

Evaluator Name: _____

Date: _____

☐

Observation

☐

Oral Interview

☐

Written Interview Option

Interview Question Set

Line
Number

1. _____
2. _____
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ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

TEACHER PRE- AND POST-OBSERVATION CONFERENCE RECORD

Teacher: _____ Evaluator: _____
(Provide evaluator name only if different from the name on the ESR form)

School System: _____ School: _____ Date: ____/____/____

Subject/Grade Level: _____ Number of Students: _____ Hour: _____

Observation No. 1 2 3 ☐ Announced Observation ☐ Unannounced Observation ☐ First Year Teacher ☐ Non-Tenured Teacher ☐ Tenured Teacher

Special Conditions (to be specified by teacher)

☐ Special Population ☐ Overcrowded Conditions ☐ Inadequate Technology ☐ Inadequate Facilities ☐ Inadequate Resources ☐ Other _____

Comments: _____

1. What topic(s) will be covered in this observation and how does this lesson relate to previously taught material?

2. What student and teacher activities are planned?

3. How and when will objectives be measured?

☐ Teacher Made Tests ☐ Commercially Prepared Tests ☐ Textbook Tests ☐ Standardized Tests ☐ System Developed Tests
☐ Homework ☐ Work Products/Projects ☐ Student Performance ☐ Other _____

POST-OBSERVATION

4. Were student/teacher activities observed those planned? ☐ Yes ☐ No If no, indicate activities observed.

5. Special conditions observed (other than those indicated by the teacher):

6. Strengths Observed:

Competency/Indicator

Comments/Suggestions

7. Areas for Focus:

Competency/Indicator

Comments/Recommendations

8. Teacher Comments: (optional)

9. Evaluator Comments: (optional)

Teacher Signature/Date

Evaluator Signature/Date

Teacher's signature indicates that (s)he has reviewed this form and a Post-Observation Conference has been held. It does not necessarily indicate agreement with the evaluation comments.

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

SCRIPTED OBSERVATION RECORD TEACHER

Note: With the exception of the teacher as an identifier, you do not have to complete the demographics below if you have completed that information on the Pre-and Post-Observation Conference Record and it is attached.

Teacher: _____ Evaluator: _____
(provide evaluator name only if different from the name on the ESR form)

School System: _____ System Name: _____ School: _____ School: _____ Date: ____/____/____
Code # Code # Code # MM DD YY

Subject: _____ Subject/Grade Level: _____ Number of Students: _____ Start Time: _____
Code #

Observation No. 1 2 3

☐ Announced Observation
☐ Unannounced Observation

☐ First Year Teacher
☐ Non-tenured Teacher
☐ Tenured Teacher

SPECIAL CONDITIONS

(To be Specified by Teacher)

☐ Special Population

☐ Inadequate Facilities

☐ Overcrowded Conditions

☐ Inadequate Resources

☐ Inadequate Technology

☐ Subject Change

Comments:

☐ Other _____

After scripting the observation, behaviors related to each indicator should be referenced on the *Teacher Observation Analysis and Scoring Form* (reverse side of this sheet). Then, apply the scoring scale below to each listed indicator. In some instances, behaviors not observed are to be indicated by "NO".

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

**2 - Needs
Improvement**

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

**3 - Area Of
Strength**

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.

**4 - Demonstrates
Excellence**

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

(Over)

TEACHER OBSERVATION ANALYSIS AND SCORING FORM1- 4, NO*
ScoreSUPPORTING
SCRIPT REFERENCES1- 4, NO*
ScoreSUPPORTING
SCRIPT REFERENCES**PREPARING**

- ____ 1.3 Prepares Resources
- Resources related to objectives
 - Resources clarify
 - Resources appropriate
 - Sequences materials
 - Equipment working
 - Variety of materials

ORIENTING

- ____ 2.1 Orients Student to Lesson
- Secures attention (motivation, etc.)
 - States purpose/objectives
 - Identifies content/skills
 - Relates lesson

DIRECTING

- ____ 2.2 Gives Clear Directions
- Gives concise directions
 - Presents in logical sequence
 - Presents in easy to follow form
 - Provides task examples
 - Identifies task steps
 - Minimum number of procedural questions

PRESENTING

- ____ 2.3 Develops the Lesson
- Explains/Presents
 - Presents content to fit objectives
 - Provides examples
 - Provides illustrations from life experiences
 - Presents in logical pattern/sequence
 - Relates content to other subject areas
 - Uses technology when appropriate
 - Questions effectively
 - Provides smooth transitions
- ____ 2.4 Provides Practice/Summarization
- Provides guided practice
 - Provides independent practice
 - Provides review
- ____ 2.5 Demonstrates Knowledge
- Uses accurate, up-to-date material
 - Establishes relationships
 - Emphasizes main idea
 - Uses appropriate vocabulary
 - Identifies misconceptions
 - Responds knowledgeably/accurately to questions
 - Uses multiple representations and explanations

ASSESSING/MONITORING

- ____ 3.1 Monitors Student Performance
- Checks for understanding
 - Solicits questions
 - Requests demonstration
 - Asks higher order questions
- ____ 3.3 Provides Feedback
- Acknowledges participation
 - Affirms correct responses
 - Gives information
 - Praises specific behavior
 - Provides corrective action
 - Makes recommendations
 - Promotes Thinking
- ____ 3.4 Uses Assessment Results
- Clarifies/elaborates
 - Reteaches when necessary
 - Adjusts pace when necessary

MANAGING

- ____ 4.1 Manages Class Time
- Begins promptly
 - Minimizes loss of instructional time
 - Discourages/redirects digressions
 - Minimizes teacher digressions
 - Minimizes student wait time
 - Effective use of time
 - Handles interruptions
- ____ 4.2 Manages Student Behavior
- Emphasizes rules/procedures
 - Monitors rule adherence
 - Anticipates and intervenes
 - Uses verbal/non-verbal
 - Uses reasonable sanctions
 - Rewards appropriate behavior

MAINTAINING CLIMATE

- ____ 5.1 Involves Students
- Encourages participation
 - Ensures equitable participation
 - Establishes positive rapport
 - Elicits responses
 - Encourages student sharing
 - Uses student ideas/responses
 - Seeks elaboration
 - Refers to other students
 - Engages students in knowledge/hypotheses
 - Varies roles in instructional process
- ____ 5.2 Communicates High Expectations
- Timelines for completion
 - Establishes standards
 - Holds students accountable
 - Encourages quality
 - Indicates confidence
- ____ 5.3 Expresses Positive Affect
- Verbal/nonverbal enthusiasm
 - Positive verbal language
 - Positive nonverbal cues
 - Demonstrates respect
 - Lack of ridicule/sarcasm
 - Lack of personal criticism
 - Avoids outbursts
- ____ 5.4 Maintains Environment
- Arranges furniture/equipment
 - Accommodates variety of activities
 - Maintains attractive environment

COMMUNICATING

- ____ 6.1 Speaks Clearly/Correctly
- Uses standard speech
 - Uses correct pronunciation
 - Adjusts rate
 - Adjusts volume
 - Adjusts pitch
 - Organizes presentation
 - Uses appropriate vocabulary
 - Speaks fluently
- ____ 6.2 Writes Clearly, Correctly and Coherently
- Spells Correctly
 - Uses correct grammar/mechanics
 - Writes legibly
 - Uses appropriate vocabulary
 - Organizes Information

* NO = Not Observed

OBSERVATION SUPPLEMENT

Teacher: _____

Evaluator: _____

Observation No. _____ Date: _____

Directions: Use of this form is optional during the scripting process to indicate the occurrence of various types of classroom actions or activities. In the appropriate box and space below, tally the number of times each action or activity occurred during the entire observation.

Questioning Levels				Procedural Questions
<u>2.3 Develops Lesson</u>		<u>3.1 Monitors</u>		
Group	Individual	Group	Individual	

Responding/Involving	
<u>3.3 Provides Feedback</u> _____ Acknowledges participation _____ Affirms correct responses _____ Gives information _____ Praises specific behavior _____ Provides corrective action _____ Makes recommendations _____ Promotes thinking	<u>5.1 Involves Students</u> _____ Encourages participation _____ Ensures equitable participation _____ Establishes positive rapport _____ Elicits responses _____ Encourages student sharing _____ Uses student ideas/responses _____ Seeks elaboration _____ Refers to other students _____ Engages students in knowledge/hypotheses _____ Varies roles in instructional process

Management			
Students Waiting	Students Off-Task	Disruptions	<u>Interventions</u> <div style="display: flex; justify-content: space-between;"> Dir Neg </div>

Resources	Other	Predominant Activity(ies)
_____ Unrelated _____ Print _____ Auditory _____ Visual _____ Kinesthetic/Tactile _____ Olfactory _____ Realia/Models _____ Technology	_____ _____ _____ _____ _____	_____ Presentation _____ Discussion _____ Practice _____ Review/Recitation _____ Groups _____ Assessment _____ Non-instructional _____ Management/Procedures _____ Visual/Technology _____ Other

OBSERVATION/INTERVIEW SCRIPTING FORM

Page

Teacher Name: _____

Evaluator Name: _____

Date: _____

- ☐ Observation
☐ Oral Interview
☐ Written Interview Option

Interview Question Set

Line
Number

1. _____
2. _____
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ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

SUPERVISOR'S REVIEW FORM TEACHER

Teacher: _____

Date: ____/____/____
MM DD YY

Evaluator: _____
(Provide evaluator name only if different from the name on the ESR form)

This review form should be completed by the teacher's Supervisor. The scores and justification from this instrument should be included as part of the total evaluation results.

Evaluators must refer to the complete list of indicators and definition items when completing the scores. *The definition items define each indicator and are used to formulate a response at the indicator level.* The results from the indicators should be reviewed to formulate an overall score for each competency area. In some instances, the indicator scores will need to be combined with information from other evaluation instruments when completing the Evaluation Summary Report. Procedures for combining these scores appear in the Evaluator and Teacher Orientation manuals. Explanation of every assigned score will be provided to the teacher.

The following scale should be used to determine the scores for each of the indicators and competency areas.

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area of Strength

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the areas(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

(over)



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

6.0 COMMUNICATION

6.2 Writes Clearly, Correctly, and Coherently

1- spells words correctly	1	2	3	4
2- uses correct grammar and mechanics	1	2	3	4
3- writes legibly	1	2	3	4
4- uses vocabulary and style appropriate to level of audience	1	2	3	4
5- organizes written information	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

8.1 Completes Job Requirements According to Established Timelines

1- completes assigned tasks on schedule	1	2	3	4
2- is punctual for school, classes, meetings, conferences, and other scheduled activities	1	2	3	4
3- adheres to local personnel policies and procedures (e.g., attendance, leave)	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

1- maintains accurate, up-to-date records, including student progress records	1	2	3	4
2- establishes procedures consistent with established policies, laws, and regulations	1	2	3	4
3- recommends actions in accordance with applicable laws, policies, and regulations	1	2	3	4
4- supports established laws, policies, and procedures when dealing with school personnel, students, and parents/guardians	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

1- treats confidential information about students, staff, and school affairs in a professional and ethical manner	1	2	3	4
2- demonstrates respect, interest, and consideration for those with whom he/she interacts	1	2	3	4
3- assists in school planning when requested	1	2	3	4
4- participates in collegial efforts without giving up individual rights to dissent or to work to effect change	1	2	3	4
5- handles contacts with parents/guardians in a professional, ethical manner	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.4 Promotes Cooperation with Parents/Guardians and Between School and Community

1- adjusts activities and schedules when necessary to accommodate other programs or activities	1	2	3	4
2- holds conferences at times mutually convenient to all participants	1	2	3	4
3- uses community resources to supplement program	1	2	3	4
4- encourages parents/guardians to participate in the school	1	2	3	4
5- participates in school-related, parent-/guardian-directed meetings when appropriate	1	2	3	4
6- acts as an advocate for students	1	2	3	4
7- seeks outside help for students, as needed	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES COMPETENCY SCORE: 1 2 3 4

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

EVALUATION SUMMARY REPORT TEACHER

Teacher: _____ **Social Security No:** _____ - _____ - _____
Evaluator: _____ **Social Security No:** _____ - _____ - _____
School System: _____ **School:** _____ **Date:** ____ / ____ / ____
Code No. Code No. MM DD YY

This evaluation summary form should be used to combine information from the various data collection instruments: Observations (OBs), Structured Interview (SI), Supervisor's Review Form (SRF), and Professional Development Plan (PDP). First, numerical scores from these instruments should be listed in blank space(s) by indicator. Second, the observation scores should be averaged to one decimal place; this average is then placed in the "Avg" column and will be considered as the indicator score for the observation. Third, this information should be reviewed to determine a competency score. Fourth, competency scores should be listed in the blank space designated for competency scores. Fifth, documentation is required on this report for each competency area.

The following scale should be used to determine indicator scores and the overall score for each competency area:

1 - Unsatisfactory

Indicates the teacher's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the teacher's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area Of Strength

Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the teacher does an outstanding job in this position requirement. No area for improvement is readily identifiable.

COMPETENCIES Indicators	Instruments						
	OBs				SI	SRF	PDP
	1	2	3	Avg			
1.0 PREPARATION FOR ORGANIZED INSTRUCTION							
1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives							
1.2 Identifies Various Instructional Strategies							
1.3 Prepares Instructional Resources for Use							
Competency Documentation:					COMPETENCY SCORE: 1 2 3 4		

COMPETENCIES Indicators	Instruments							
	OBs				SI	SRF	PDP	
	1	2	3	Avg				
2.0 PRESENTATION OF ORGANIZED INSTRUCTION								
2.1 Orients Student to the Lesson								
2.2 Gives Clear Directions								
2.3 Develops the Lesson								
2.4 Provides Practice and Summarization								
2.5 Demonstrates Knowledge of Subject Matter and Pedagogy								
Competency Documentation:					COMPETENCY SCORE: 1 2 3 4			

COMPETENCIES Indicators	Instruments							
	OBs				SI	SRF	PDP	
	1	2	3	Avg				
3.0 ASSESSMENT OF STUDENT PERFORMANCE								
3.1 Monitors Student Performance								
3.2 Measures Student Progress Systematically								
3.3 Provides Feedback About Student Performance								
3.4 Uses Assessment Results								
Competency Documentation:					COMPETENCY SCORE: 1 2 3 4			

COMPETENCIES Indicators	Instruments							
	OBs				SI	SRF	PDP	
	1	2	3	Avg				
4.0 CLASSROOM MANAGEMENT								
4.1 Manages Class Time								
4.2 Manages Student Behavior								
Competency Documentation:					COMPETENCY SCORE: 1 2 3 4			

COMPETENCIES Indicators		Instruments						
		OBs				SI	SRF	PDP
		1	2	3	Avg			
5.0 POSITIVE LEARNING CLIMATE								
5.1	Involves Students in Interaction							
5.2	Communicates High Expectations							
5.3	Expresses Positive Affect/Minimizes Negative Affect							
5.4	Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided							
Competency Documentation:		COMPETENCY SCORE: 1 2 3 4						

COMPETENCIES Indicators		Instruments						
		OBs				SI	SRF	PDP
		1	2	3	Avg			
6.0 COMMUNICATION								
6.1	Speaks Clearly, Correctly, and Coherently							
6.2	Writes Clearly, Correctly, and Coherently							
Competency Documentation:		COMPETENCY SCORE: 1 2 3 4						

The Professional Development and Leadership section below reports activities undertaken and completed for an evaluation cycle. For *non-tenured* personnel, the cycle is *annual*; for *tenured* personnel, the cycle may be *annual*, *two years*, or *three years* depending on the option of the local school system. The activities are those undertaken as shown on the Professional Development Plan.

Area	PDP		Score				
	Indicator:	7.1	7.2	1	2	3	4
_____		<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4
_____		<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4
_____		<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4
_____		<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4
_____		<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4
_____		<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4

COMPETENCIES Indicators		Instruments						
		OBs				SI	SRF	PDP
		1	2	3	Avg			
7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP								
7.1	Improves Professional Knowledge and Skills							
7.2	Takes a Leadership Role in Improving Education							
Competency Documentation:		COMPETENCY SCORE: 1 2 3 4						

COMPETENCIES Indicators	Instruments						
	OBs				SI	SRF	PDP
	1	2	3	Avg			
8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES							
8.1 Completes Job Requirements According to Established Timelines							
8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations							
8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians							
8.4 Promotes Cooperation with Parents/Guardians and Between School and Community							
Competency Documentation:					COMPETENCY SCORE: 1 2 3 4		

Mark no more than three Competencies and a limited number of Indicators identified for the focus of a Professional Development Plan for the next school year(s):

COMPETENCY	1	2	3	4	5	6	7	8
Indicator								
1								
2								
3								
4								
5								

Composite Competency Score (Complete for tenured teachers only)

In order for a tenured teacher to meet the approved performance standards for the state evaluation model, the sum of the scores for Competencies 1 through 8 must equal 20 or more.

Total of all competency scores:

Teacher has met performance standard:

☐

Yes

☐

No

Teacher's Signature: _____ Evaluator's Signature: _____

Other Data Collectors' Signature: _____

NOTE: Signature indicates that information from other instruments has been shared and evaluation results have been discussed.

DATE:

DIRECTIONS: This plan should be developed from the teacher's evaluation results and should also address student achievement goals. Since this form has space for only two areas identified for improvement, you will need to make copies of this form for additional areas identified. Personal/Professional goals may be included but after addressing needs relating to the competencies/indicators and student achievement. List areas identified for the focus of a Professional Development Plan for the next school year/cycle.

(Attach additional sheets if more space is needed.)

(over)

AREA NUMBERS	PROFESSIONAL DEVELOPMENT RELATED GOALS/OBJECTIVES	PROPOSED ACTIVITIES	TIME LINE	ASSESSMENT METHOD(S)	PROGRESS CHECK DATES		
					1	2	3
Competency Area: Indicator(s): -- Or -- check if: <input type="checkbox"/> Student Achievement/ Development <input type="checkbox"/> Personal/ Professional							
END OF CYCLE ASSESSMENT AND BENEFITS							
Check the item(s) which the activity(ies) address(es)					7.1 Improves Prof. Knowledge <input type="checkbox"/> Participates in prof. Org. <input type="checkbox"/> Participates in/attends prof. dev. program/conf. <input type="checkbox"/> Participates in prof. dev. to improve job performance <input type="checkbox"/> Takes formal coursework <input type="checkbox"/> Uses ideas to improve tech.		
PROFESSIONAL DEVELOPMENT AND LEADERSHIP COMPETENCY					7.2 Takes Leadership Role <input type="checkbox"/> Leadership in identifying resolving issues <input type="checkbox"/> Ldrship in est. schl. goals <input type="checkbox"/> Initiates activities/projects <input type="checkbox"/> Conducts workshops/train <input type="checkbox"/> Shares ideas, materials, etc. <input type="checkbox"/> Part. in shared decisionmaking		
7.1/7.2 SCORE Circle the score for the area(s) checked above					1 2 3 4		
Evaluator Comments					Score Rationale		
We agree upon the Goals/Objectives, Activities, Timelines, and Assessment Method(s) listed:							
Teacher:					Evaluator:		
Date:					Date:		
Signatures indicate we have discussed the Assessment and Benefits described:							
Teacher:					Evaluator:		
Date:					Date:		

Appendix C

Structured Interview Key Concepts



Structured Interview Key Concepts

1.0 Preparation for Instruction

Effective teachers plan carefully for instruction. That planning includes selection of both goals and objectives to be accomplished, identification of creative, innovative activities to accomplish the objectives and accommodate differences in learners, and preparation of media and materials to support learning.

1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives

QSI How do you determine your instructional goals and objectives? Discuss the criteria and sources you use to develop long range goals and short term objectives and how you decide upon and develop these goals and objectives from the criteria or sources. Examples of materials which will assist your explanation may be provided.

This question set looks at decisions that are made by the teacher about what is to be taught. The preparation of goals and objectives should include state and local curriculum frameworks, current research, professional literature, past evaluations, and other sources. The teacher should be able to show a relationship to the curriculum and should be able to show how the needs of learners are addressed through accomplishing the goals and objectives. Sequencing of goals and objectives is also a factor in the determination of what should be taught and when it should be taught.

In this question set the teacher should discuss the decisions made related to outcomes or what is expected of students. Decisions made with respect to instructional strategies and activities are discussed in the next question set.

Statement 1: Develops and uses goals and objectives from state and local curriculum frameworks and other appropriate sources.

Consideration should be given to the content of local curriculum guides as well as other sources such as professional organizations, national standards, and past evaluations of instruction. The effective teacher develops goals and objectives from a variety of sources and aligns them with the adopted school and subject area curricula, current topics, and issues relevant to students. Considerations should be given to how the sources are used to develop goals and objectives.

Statement 2: Develops a variety of goals and objectives.

Effective teachers consider more than one type of goal or objective. Goals and objectives should address all aspects of learning, not just content. Consideration should be given to the needs of the learner. As the teacher develops goals and objectives, consideration should be given to such things as lifelong learning skills, social skills, developmental changes, maturity levels, attitudinal changes, and higher order thinking skills. The teacher should be able to explain factors that play a role in the decisions for choosing various types of goals and objectives.

Statement 3: Sequences goals and objectives to facilitate learning

Sequencing of goals and objectives reflects the logical order in the development of content and/or concepts to be learned. The teacher plans sequence by giving consideration to the nature of the instructional concepts and skills which must/should precede the introduction of more advanced concepts and skills. Placing the lesson within sequences of other lessons is also a consideration when addressing sequence. The teacher should discuss how and why he/she decides upon a particular ordering of goals and objectives.

Statement 4: Addresses learner needs

The various aspects of learner needs such as stages of development, ability and achievement levels, varying interests and learning modalities should be considered as the teacher selects goals and objectives. Consideration should be given to how a student learns and the skills needed for the understanding of new content. The teacher should be able to identify how individual needs of students are addressed through the goals and objectives selected.

1.2 Identifies Various Instructional Strategies**1.3 Prepares Instructional Resources for Use**

QS2 How do you plan for your lessons? In your discussion, please indicate how you determine instructional strategies as well as teacher and student activities. Also discuss how you select and plan for the use of instructional resources such as materials, media, equipment, and people; and how you accommodate individual differences. Include in your discussion why you use these strategies and resources. Examples of materials which will assist your explanation may be provided.

The focus of this question set is on how a teacher determines the process used to present a lesson. Strategies can be thought of as a series of teacher and student actions. A teacher determines strategies based on the content, characteristics of students, learning modalities, and access to available technology.

This question set also focuses on the resources the teacher plans to use in the classroom. The question addresses "why" the teacher has chosen the resources and "how" he/she intends to use them in the lesson. The teacher should describe ways resources are used to enhance the lesson or accommodate student differences. The teacher should describe how resources are related to the purpose and objectives of the lesson and the broader goals of the curriculum.

Note: Activities are what students and/or teachers do. Resources are what they use to carry out activities.

Statement 1: Integrates knowledge and skills across curriculum areas

The teacher applies concepts, principles, and skills across curriculum areas. Consideration should be given to the depth of instruction necessary to accomplish the objectives. The teacher should discuss how concepts, principles and skills are integrated and aligned across disciplines rather than just how they are interrelated.

Statement 2: Plans variety of creative and innovative teaching/learning activities and strategies appropriate to objectives, including the use of technology

The teacher plans for the use of a variety of activities as he/she addresses student physical, social, emotional, and cognitive needs. Activities should be directly linked to goals and objectives. Planning may include provisions for various groupings (e.g., collaborative/cooperative learning), use of technology and multimedia within the classroom, and hands-on approaches. The effective teacher recognizes the impact of technology on the lives of students and plans for the application of technology in the classroom. The teacher should address how he/she plans to use technology in content presentation, student inquiry, applications of learning, and/or practice of skills. Plans should address development of student understanding of how technology can be or is used in everyday life.

Statement 3: Identifies teaching/learning activities to accommodate individual differences among learners, including developmental levels

As the teacher plans for the use of activities, consideration should be given to the age of students, previous learning, developmental levels (cognitive, affective, and psycho-motor domains), maturation levels, and the importance of peer relationships and teamwork. A variety of strategies and activities should address student individual differences (e.g., ability, interest, and learning modalities) identified in the objectives. These differences may be addressed through such considerations as differing levels of questioning, differing roles in groups, or differing activities. The teacher should discuss how strategies and activities are matched to individual student differences.

Statement 4: Uses variety of resources related to purpose and objectives of the lesson and concepts/skills to be mastered

The teacher should relate how she/he plans for a direct link between resources and desired outcomes. The use of resources should be related to the purpose of the lesson and should make learning meaningful to the students. The teacher plans for use of a variety of resources which may address the same concept or skill. For example, students may solve math problems by using manipulatives, worksheets, calculators, or computers. Resources used should be appropriate to varying student needs.

Statement 5: Uses resources for clarification and lesson enhancement

Materials, media, equipment, and people are used for remediation, reinforcement of learning, or enrichment. They are also often used to help the teacher bring abstract ideas to a concrete level. Resources can serve as motivational tools and enhance the learning process for students. Resources should provide opportunities for students to interact with the others (teacher, students, resource persons). Resources should be used to broaden the lesson's perspective, to provide clarity to a lesson, and to promote student involvement and inquiry. The teacher should also plan to have resources ready for use and easily accessible to students. The teacher should discuss how resources are used; not just what resources are used.

Statement 6: Uses resources appropriate to student differences

The teacher should plan for the use of resources specific to individuals and groups with varying levels and types of needs. Resources may be matched to a variety of student interests and abilities. Media and materials selection (visual, print, auditory, olfactory, kinesthetic,) should demonstrate attention to varying learning styles. The teacher should discuss how the resources are used and why they are appropriate to meet the needs of individual students.

3.2 Measures Student Progress Systematically

3.4 Uses Assessment Results

QS3 How do you assess students, their performance, and your teaching; and what do you do with the results of these assessments? In your discussion, address your assessment plan and your assessment strategies including the types of assessments you use and why you use these assessments. Also discuss how you use the results, and how you record/report student performance and progress. Examples of materials which will assist your explanation may be provided.

The teacher should have a systematic plan for regular continuing assessment and strategies for implementing that plan. Planning for assessing student progress should include a variety of methods. Varied types of measures should also be applied to individual students as well as using varied measures for accommodating student differences. Assessment measures should complement the instructional strategies used and match the objectives of instruction. The teacher should have knowledge of the strengths and limitations of various assessment instruments/techniques (e.g., paper/pencil testing, oral testing, observations, projects, portfolios).

This question set also addresses how the teacher intends to use the results of the assessment and how the results will be reported. The use of results may include such things as determining student accomplishment of objectives, diagnosing student strengths and weaknesses, establishing benchmarks, determining lesson adjustments, and determining success of instruction. The teacher should describe the techniques used for providing feedback to students about their progress. The teacher should also describe how feedback is provided to appropriate others including parents and other teachers. The teacher is expected to use a variety of procedures other than the typical report card for reporting progress to students and others. Progress charts, conferences with students, and written feedback may be some feedback methods used by teachers. The teacher should consider the timeliness of the feedback and the need for specificity.

Statement 1: Assesses level of performance and progress systematically and regularly using appropriate assessment methods and instruments

The effective teacher is aware of the accuracy and limitations of various assessments used. Assessments should occur at times when the purposes of the assessment can best be accomplished. Considerations should include such things as benchmarks, student development, instructional conditions, and content being measured. The effective teacher is aware of how performance and progress of students are assessed and evaluated on a systematic basis.

The teacher selects a variety of assessment instruments and methods based on the individual needs of students and appropriate to content and instructional strategies used. A variety of methods include such things as alternative assessments, observations, interviews, portfolios, oral exams, and paper/pencil tests. The teacher assesses each student over time in more than one way. Assessment methods should be both formal or informal. Monitoring student progress during a lesson is one type of informal assessment. Paper/pencil tests, criterion and norm-referenced tests, portfolios, and performance tasks include more formal types of assessment. The teacher also plans for the use of student self-assessment activities.

Statement 2: Maintains accurate, comprehensive records of progress and performance outcomes.

The teacher develops and uses a data management system for maintaining records for each student and class. Records should be easily understood by students, parents, and educators. Providing current up-dates to records is as important as maintaining a historical perspective. Records should include multiple aspects of learner development, multiple data sources, and levels of specificity that enhance educators' ability to address learner needs.

Statement 3: Uses assessment strategies to involve students in self-assessment activities

The teacher should discuss how he/she engages students in analyzing their classwork and behavior. Strategies should be planned in which students will be able to identify the strengths that they possess in their work and behavior as well as identify areas which they should improve upon. Strategies should also involve ways in which students can engage in self-improvement activities. The student should always know how he/she is performing. Strategies may include such things as the teacher asking questions of students during monitoring or other activities in which the student's response identifies the student's perception of how well he/she is doing. It could be written self-assessment, group assessment of group activities, and other ways in which a student can evaluate his/her own performance and identify ways of improving.

Statement 4: Uses measurement data to determine achievement of goals and objectives

Emphasis should be placed on outcome data. The teacher uses measurement data to make decisions about student achievement. Such decisions should focus on the accomplishment of goals and objectives. There should be a direct linkage between unit goals/lesson objectives and evaluation methods. End of year data should be weighed against data gathered at the beginning of the year and throughout the rest of the year.

Statement 5: Uses measurement data to modify objectives, content, and instructional strategies

The teacher uses measurement data to modify what is taught and how it is taught. The teacher should discuss how data were used to make adjustments to curriculum and instruction. The teacher should describe specific areas targeted for adjustment and provide a rationale for making the adjustments.

Statement 6: Uses assessment data in reporting progress and accomplishments to students, parents/guardians, and others

Teachers should go beyond the expected report card and parent conferences when reporting student progress to students, their parents, and others. The teacher uses the results of both formal and informal assessment to provide student progress information to students, parents/guardians, and others. Results from student projects, cooperative group assessments, and both criterion-referenced and norm-referenced tests may be used for this purpose. A variety of procedures such as letters, phone calls, reports, progress charts, and in-class evaluation sessions provide information to both students and parents.

Appendix D
Procedures and Definitions for Conducting the Classroom Observation
The Teacher Observation

Procedures and Definitions for Conducting the Classroom Observation The Teacher Observation

Introduction

In using the Scripted Observation Record, the observer carries out two functions. First, he/she records what the teacher and students say and do that is relevant to the performance indicators under investigation. These comments and direct quotes are written into the record without judgment. The observer's second function is to analyze and synthesize the data recorded into a set of summary scores which can be used to guide discussion with the teacher about future professional growth. These summary ratings are recorded on the last page of the record and should include comments supporting the scores. In addition to conducting the observation and analyzing the information generated, the observer is required to collect pre-observation information for announced observations from the teacher being observed and to conduct a post-observation conference to share and discuss what he/she (the observer) has seen and heard. Together these activities (pre-conference, observation, post-conference) constitute the observational component of the Alabama Teacher Performance Evaluation System.

The Observation Record

Conducting the Observation

The observer will begin recording information when the lesson begins. He/she will record continuously. In secondary classrooms, this pattern will be maintained until the end of the class period. In elementary or other self-contained classrooms, observations should be no less than 45 minutes in length. If subject matter changes during that time, the observer records that information in order to "make sense" of what might seem to be conflicting data when reviewed later.

In classrooms using block scheduling or extended periods of instruction (e.g., vocational education settings), the evaluator is not expected to observe the whole class period. Either of two plans can be used to gather approximately 45 minutes worth of data on each visit:

Plan 1: during the first observation visit, the evaluator observes for the first 45 minutes of instruction. On the second visit, the evaluator observes the "middle" 45 minutes. On visit three, the observer will be there for the last 45 minutes. (If there will be only two observations, the observer catches the first and last 45 minute time periods.)

Plan 2: On any single observation visit, the evaluator will observe the first 25 minutes; then return for the last 25 minutes.

The Script Record

The Teacher Scripted Observation Record is constructed to facilitate scripting (narrative description) of what the observer sees and hears. The script observation instrument uses the Observation/Interview Scripting Form for recording these narrative descriptions. Several pages of the scripting form are provided to record what takes place over a 45-50 minute period. If more sheets are needed, blank pages can be used.

The scripting procedure used is commonly known as modified scripting. In this approach everything the observer sees and hears that applies to one or more of the indicators and competencies being assessed will be

recorded. This rule implies that not everything that is done and said in the classroom needs to be recorded (full scripting), but that all teacher and student actions pertaining to competencies/indicators should be clearly visible at the end of the observation.

The Observation Supplement

The page titled "Observation Supplement" has been provided to facilitate the creation of quantitative data. **The use of this supplement is optional.** The evaluator can use this supplement to mark/check the number and types of questions asked by the teacher, numbers and/or types of ways teachers respond to students after students talk, ways in which teachers seek to involve students in learning, classroom management "events", the types of materials and equipment used during the lesson, and the predominant types of activities occurring during the lesson. The items appearing on this sheet are explained below.

Questioning Levels

Questions can be addressed to groups of students (even the entire class) or to individuals, and they can be asked during development of the lesson or during teacher informal assessment (monitoring). Spaces are provided to mark both the focus of the question (group or individual) and the place where it occurs (develops lesson or monitors). There is space for several tallies for each question type.

Question Types

Question types are explained below and at other points in this training manual. The box titled "Questioning Levels" refers to questions asked by the teacher. "Procedural questions" are questions asked by students which indicate that they need more information about what to do or how to do it.

The *Questioning* component includes the ways in which the teacher asks questions. Eliciting student responses may take the form of a request or a statement, as well as a question. A rhetorical question is not coded in this category. When a question is addressed to a student who is off-task, the observer will mark this in the *Management* component. If the teacher asks a question while developing the lesson, the evaluator will tally this under *2.3 Develops Lesson*. If the question is asked while the teacher is monitoring or conducting a review, the evaluator will tally this under *3.1 Monitors*. The tally will also indicate whether the teacher asks an individual or group question.

Status

The teacher asks a question which is designed to check whether students have any questions or comment about the lesson or content presented such as "do you all understand ...?" or "Are there any questions about the concept of ...?" Status questions are general types of questions typically used by the teacher to help determine student readiness for moving on to the next part of lesson or the need to reteach or the need to clarify. Status questions also provide the opportunity for students to make comments or to indicate lack of understanding.

Recall

The teacher asks a question which is designed to result in an expected right answer by recalling previously learned content and/or experiences (names, descriptions, phrases, definitions, rules, attributes, characteristics, facts, events, etc.). Recall does not require applying or processing information. For example, a question such as, "From what you read for homework last night, what battle marked the end of the American Indian wars?", is a recall question.

Convergent

The teacher asks a question which is designed to result in (an) expected right answer(s) that requires the processing and applying of information beyond the knowledge level (convergent questions). The following is an example of a convergent question. When the President said he would veto the trades bill, what recourse does Congress have?"

Divergent

The teacher asks a question which has no right or wrong answer, one which leaves students free to express values, opinions, or feelings (divergent questions). The following is an example of a divergent question. "Class, why do you think parents would support the idea of curfews? . . . David."

Elicits Performance

The teacher asks a student (or group) to demonstrate a skill or to perform. Singing, oral reading, and demonstration of motor skills are included. The following discourse is an example of a teacher requesting performance by a student, "Bobby (at a computer), show me how you access the Internet, and search for sites that have information concerning industrial waste."

Multiple Questions

The teacher asks two or more questions which have different answers before allowing a student response. When a teacher rephrases a question, it is not coded as a multiple question. An example of multiple questions is when a teacher says "What are high tides? When do they occur? and What three things cause high tides, Mary?"

Waits After Question

The teacher asks a question and pauses three or more seconds to allow students to answer before saying anything further.

Responding/Involving Behaviors

The *Responding/Involving* component addresses how a teacher responds to a student response (either student work or answers) or a student initiated question or comment. The teacher's response either provides feedback to students or tends to effect student involvement (or non-involvement). This component also addresses what the teacher does throughout the lesson to foster student involvement. Teacher feedback behaviors and behaviors used to involve students are defined in the sections of this manual where Indicator definitions are provided; i.e., Indicators 3.3 and 5.1. Definitions are also provided below. This box simply provides a place where the observer can mark how many of these behaviors are exhibited during the observation.

3.3 Provides Feedback

An effective teacher reports learner status and progress to learners through feedback. The teacher provides feedback that gives information to students regarding their class work, answers, questions, or comments. This feedback can occur immediately to student responses or seatwork or by status reporting such as test or homework results. The categories in this box presume that a student has reacted or responded in some way or has initiated a question or comment. Thus, the items in this box are marked only after a previous student response or initiation. Providing feedback to homework or a test is considered as having a previous student response. Definitions and illustrations for the items in this box appear later in this Appendix document under the discussion of Indicator 3.3 Provides Feedback.

5.1 Involves Students

An effective teacher ensures that all students are activity involved in learning activities. A teacher does this through a variety of strategies that promote participation, establish rapport, encourage sharing and interaction, and elicit responses. Definitions and illustrations for the items in this box appear later in this Appendix document under the discussion of Indicator 5.1 Involves Students.

Management

This box provides a place to record how many and what kinds of classroom situations require teacher management during the observation.

- The evaluator tallies under "Students Waiting" if one or more students are waiting with nothing to do.
- The evaluator tallies under "Students Off-Task" if one or more students is not engaged in the learning task.
- The evaluator tallies under "Disruptions" if one or more students are disruptive in some way.
- The evaluator tallies under "Interventions" if the teacher takes action to modify the student(s) behavior. The action can be a direct, positive intervention or a negative intervention (screaming, striking a student, etc.).

Materials/Equipment

Definitions and illustrations for the items in this box appear later in this Appendix document under the discussion of materials and equipment. A tally of their use/occurrence will be useful in determining how the teacher varies materials/activities for learners. The teacher uses materials and equipment to enhance the instructional process. The use of visuals, manipulatives, media, models, and other materials and equipment are included in this category. A teacher may use materials and equipment which are related to the lesson content and objectives or he/she may use those which are unrelated to the lesson. If the materials used are unrelated to the lesson, the observer will tally this under the "Unrelated" column. Use of materials unrelated to the lesson indicates lack of planning on the part of the teacher and does not promote the objectives of the lesson.

Other

These boxes are there for other quantitative patterns that an evaluator may want to record. For example, the evaluator may want to record how many students enter or leave the room during the observation, or how many times the teacher uses a certain word or phrase.

Predominant Activity(ies)

There may be one or several predominant types of activity during the observation. To check an activity here, it should have occupied a significant portion of the instructional time available. This category identifies the teacher activities which dominated observation. If two teacher activities occur and both use equivalent time, the evaluator will mark both activities.

Presentation

The teacher is initiating, giving facts, telling, explaining a process, giving a rule, or discussing a task-related activity. Presentation includes directions of "how to" for cognitive, motor, artistic, or mechanical tasks. The teacher dominates most of the verbal communication in the classroom with teacher-directed instruction and explanation of academic content. Presentation also includes demonstrations.

Discussion

The teacher conducts an academic interaction with the students. The purpose is to elicit information from students and to provide teacher input at appropriate points. The teacher involves the students in expressing opinions, ideas, questions, feelings, and beliefs. The teacher probes and asks for clarification in order to stimulate student/teacher discussion.

Practice

During independent practice students work on assignments with little need for teacher assistance. There is minimal interaction between the students and the teacher. When it occurs, it is usually at the students' initiative. During guided practice the teacher guides students during the performance of assigned tasks which are to be completed under the direct guidance and supervision of the teacher. The teacher circulates through the group to check progress/accuracy and given assistance as needed. The teacher guides the students in performing the tasks and provides feedback. Both independent and guided practice are included in this item.

Review/Recitation

The teacher restates the main points of previously taught content or, through questioning, leads students to restate these points. A teacher may review by saying, "We have learned many facts about the early history of rockets. We know that Goddard was the first to write about sending rockets into space. Who were some important scientists who were instrumental in making early space travel a reality?"

Groups

The teacher provides for student interaction within groups. Such arrangements may include collaborative groups or other types of group settings.

Assessment

The teacher assesses, tests, or diagnosis student knowledge or performance to determine what students know before, during, or after instruction.

Non-instructional

The teacher is engaged in an activity which is not related to the lesson or current assignment. Such activities may include completing the lunch count or attendance report, grading or distributing papers.

Management/Procedures

The teacher uses most of the class time to organize students or tasks. Procedures for activities are dominant often replacing instruction. Procedures includes the handing out of papers or preparation time during class (e.g., preparing student work stations in a lab).

Visual/Technology

The teacher presents content through the use of media. The lesson is presented through the use of audio and/or technology.

Other

Any activity not covered by the preceding items in this cluster. "Other" includes presentations by persons other than the teacher.

Teacher Observation Analysis and Scoring Form

In completing the Teacher Observation Analysis and Scoring Form, the evaluator considers the lesson as a whole. After the lesson (and script) are completed, the observer will need time to analyze and synthesize the data around the indicators. These analyses can be done in several ways. For example, the observer might commonly number or label all entries in the script which pertain to a specific indicator. Or, the observer might create a list of those behaviors. Another method is to site page and line numbers for sections of the script in which entries pertaining to an indicator are found. Whatever technique is used to identify related entries, supporting references for scores awarded each indicator can be provided. These references and the "raw" script data provide the bases for scoring the indicators

Scoring the Indicators

Obviously, a critical step for the evaluator in completing the Teacher Observation Analysis and Scoring Form is to score the performance in each indicator observed. The evaluator develops the scores using the patterns of behavior (not isolated instances!) identified in the script data. The four points on the scale are defined in the same way they have been defined throughout the evaluation system. Scores given for performance indicators are to reflect the teacher's performance across the entire lesson (all script record sheets).

Definitions and Explanations of Teaching Practices

This section of the Appendix document explains what the evaluator looks for and contains definitions, examples and rationale for the various behaviors and practices to be observed. Examples of the presence (+) and absence (-) of these teacher practices are included in the examples.

Competency 1.0 focuses on teacher planning (preparation) for instruction. Most teacher planning practices cannot be observed in the classroom. Information about them is collected through the structured interview.

Indicator 1.3: Prepares Instructional Resources for Use

There are several definitional items in indicator 1.3 that can be seen and heard:

- selects and uses materials that are directly related to purpose(s) and objectives of the lesson and skills/concepts to be mastered
- selects and uses materials that further clarify the lesson (remediation, reinforcement or enrichment)

- selects and uses materials appropriate to student differences (ability, achievement, interests, learning styles)
- selects and uses technology/media, bulletin boards, models, realia, displays
- sequences materials in appropriate order and locates them for distribution when needed
- makes sure that equipment is in working order and ready for use when needed.

Examples (Teacher Behavior):

- + When seatwork assignments are made, the teacher directs students to pick up labeled materials from a table in the back of the room (sequences and locates materials).
- + Science teacher directs student teams to collect microscopes and slides from table where they are neatly placed (slide set beside each microscope) (sequences and locates materials).
- + Teacher hands back homework papers that are organized by student location in the row (sequences and locates materials).
- + Teacher introduces a videotape and then simply turns on the monitor and hits the start button on the VCR (equipment in working order).
- + Students appear interested in materials and ask questions about the content (student differences).
- + Teacher uses a variety of materials and media (uses variety).
- Teacher assigns measurement problem as seatwork. Students ask for rulers. Teacher goes to cabinet (sequences and locates).
- Teacher wants to work problem on overhead projector but can't find marking pen or transparency film (sequences and locates).
- Teacher assigns readings in several issues of *Weekly Reader* but has to get magazines from cabinet before students can use them (sequences and locates).
- Students ask many questions about materials that demonstrate lack of understanding (student differences).
- No materials or only one type of material is used during the lesson (variety).
- Students appear bored with materials (student differences).
- Teacher turns on VCR and monitor with no result. Students laugh. Teacher finds that cords have not been connected to wall socket (equipment in working order).
- Teacher passes back tests by calling student names and having them come forward. Papers are in random order (sequences and locates).
- Teacher uses several handouts, but all contain print (student differences).

As indicated earlier, the Observation Supplement contains a special area (Materials/Equipment Use) where the observer can mark the types of materials and equipment used and their relationship to the lesson's objectives. The materials/equipment block focuses attention on the variety and types of materials and media used to address learner differences. In reviewing what was seen during the observational scan, the observer will check the blanks that represent all the materials and media/equipment used during that time. When complete, this list provides a picture of the teacher's efforts to accommodate the perceptual learning styles of students.

Print

The teacher uses printed material for instruction. Print materials include computer software programs with written representations, pre-packaged printed material kits, books, newspapers, magazines, textbook material, and the printed word on slide worksheets. Presentations, such as the use of transparencies, that rely on presentation of printed information are print, not visual. Some learners depend largely on print for whatever they learn.

Auditory

The materials are meant for listening. Recordings, sound tracks and the like are auditory materials. They are important for students who learn primarily by listening (aural learners).

Visual

This category refers to materials or equipment which are primarily visual in nature. Examples include pictures, film, transparencies, graphs, slides, etc. Visual materials are essential for visual learners. Print material on transparency or other visual presentations is print not visual.

Note: Some materials and activities embody more than one of the senses, so more than one blank can be checked. For example, a sound film has both a visual and an auditory dimension.

Kinesthetic/Tactile

The materials/equipment appeal to and depend on touch, grasp, and body movement. Examples include clay, sculpture (also visual), woodcarvings, and materials which require movement of parts or all of the body. Kinesthetic and tactile learners need these types of materials.

Olfactory

Materials or equipment coded in this category are designed to draw upon the senses of smell and/or taste. Scratch and sniff stickers, perfume, scented pens (ink), and spices would qualify among other items. Some learners learn primarily from smell and/or taste (olfactory learners).

Realia/Models

Real or simulated items fall into this category. Skeletons, globes, worms, snakes, plants, and driving simulators are some examples commonly used realia and models. Most or at least many of these things appeal to several senses and learning styles.

Technology

Use of advanced technology; e.g. computers, CD ROM, etc.

Indicator 2.1: Orients Students To Lesson

The effective teacher provides a clear description of the learning task. Description of the learning task is defined as the teacher's portrayal of what is to be done. The effective teacher orients students to the lesson by securing their attention, stating the lesson's purpose(s) and objectives, identifying content/skills to be mastered and relating the lesson to previous and future lessons and to life experiences. The teacher may orient students to the lesson in several ways:

Securing Attention or Providing Motivation

The teacher attempts to capture student attention or provides motivational types of statements or activities. The teacher may secure attention of students by providing motivational activities which encourages students to focus on the topic to be presented. The teacher may also secure the attention of the students by providing an overview of the lesson.

Stating Lesson Purpose/Objectives

The teacher makes statements (directly or indirectly through students) about the objectives and purpose of the lesson. These statements may make reference to objectives or purposes written on the board, transparencies, or student handouts. Statements about purpose typically involve the teacher in providing a reason for learning the objectives, concepts, or skills.

Identifying Contents/Skills

The teacher makes statements (directly or indirectly) about the content or skills to be studied or learned.

Relating the Lesson to Other Content or Lessons

The lesson is placed in the context of other lessons or other curriculum areas or life experiences. This category differs from the "relationships" category of 2.3 *Developing* (see page 17) in that the lesson, not specific concepts, principles, or other content, is placed in a context.

Examples (Teacher Behavior)

- + The teacher directs student attention to goals and objectives on the board.
- + Teacher asks how many students saw a certain item on the news last night and proceeds to relate that information to today's lesson.
- + "Our lesson today on the extinction of the dinosaurs ends this particular unit. After our test on Monday, we'll start the study of prehistoric birds."
- + "Next week, we will begin preparing for the Christmas concert. We will begin practicing the choral pieces first, so you will need to study the choral section of the music I'm going to give you now."

Examples (Student Behavior):

- Students look puzzled or bored as teacher begins explanation of new content.
- (No introduction given). Students ask questions about what they are supposed to do.

Indicator 2.2: Gives Clear Directions

The effective teacher gives concise, but sufficient, directions; presents directions in logical order and an easy to follow form. The teacher describes what the students are to do during the class, how they are to do it, or when they are to do it. These directions must have a direct relationship to the learning task and should involve more than a request for students to open their books (such as turn to page 24 - the students do not know what to do on page 24). The effective teacher provides examples of how to complete tasks and identifies steps in tasks when directing students to them. Clear, sufficient directions on the part of the teacher are often indicated by a lack of students' procedural questions. The Observation Supplement contains a box in which the number of procedural questions can be tallied. Various attributes of clearly directing students are provided below.

Gives Concise Directions

Giving concise directions is more than cursory directions. Directions are cursory if they are minimal such as "open your book to page 40 and work problems 1 through 3." In this example, only enough information is provide to enable students to know what to do. Students are given little or no direction in how to go about their tasks. Concise directions give more explicit information on how students are to do a task or when they are to do it, or what they are to do when finished with the task. An example of a concise direction might be, "open your book to page 40 and work problems 1 through 3 using the property of inverses we just studied - Be sure to show all your work - Hand in your problems when you are finished and then begin reading the next section of your book." (Note: this example is not *Task Steps* as described below. The directions do not prescribe steps for completing a specific task but rather describe a task to be accomplished, what method to use and what to do when finished.)

Presents in Logical Sequence

The teacher provides directions for dependent tasks in the order in which these tasks should occur. For multiple tasks, the methods or directions for accomplishing each task is presented in a sequence which identifies the specific method or direction with the appropriate task and in the order in which each task is to be accomplished.

Presents in Easy to Follow Form

The teacher considers how the directions for a task should be presented so that what is to be accomplished is understood by all students. If the task is complex, the teacher may provide directions in smaller, more easily understood segments. If the directions are lengthy, the teacher may provide visual renderings or examples of what is to be accomplished.

Provides Task Examples

The teacher clarifies the definition of a task by providing examples of how to complete the task or of how not to complete the task. Students generally can visualize from these directions what a "finished product" of the task will look like.

Identifies Task Steps

The teacher clarifies the definition of a specific task by describing each step in the task. Listen for words like first, next, then, afterwards, etc. Describing the task steps is more specific than detailed directions in that the teacher is very prescriptive in providing the directions.

Minimum Number of Procedural Questions

Procedural questions indicate that students have a lack of understanding of the task to be accomplished (not a lack of understanding of the content that may appear in the task, e.g. "I don't understand how to work this problem"). Procedural questions generally arise when directions are not clear or a student was not listening.

Examples (Teacher Behavior):

- + "To practice the dribbling technique we just discussed, line up on the red line."
- + "Please take out your notebooks and pens. Now turn to page 25 of your workbook and answer all the questions. You will need to read the accompanying story if you haven't already done so."
- + "I have samples of the correct format for the term paper on the table at the back of the room. You will need to follow this format exactly in preparing your paper."
- + "In making your rock collection, don't worry at first about identification. Just collect a lot of rocks which look different. We will then place them in various groupings for identification. Next, we will identify the rocks, and lastly, we will label them."
- + "In preparing for your debate you have to master the subject matter, Thus, you will need to read as much as possible on the subject. Then, you should try to decide what arguments your opponent may use. Next, outline a strategy for presenting your viewpoint."
- "Oh, I forgot to tell you that you need to write down each step in the process as you carry out your experiment. Also, you will need to find a way to communicate your findings."
- "Jack. get that (points) off the table and bring it here." (Teacher is near, but not at her desk.)

Examples (Student Behavior):

- + After receiving directions, students move quickly and quietly to the task.
- After receiving directions, students ask several "what to do/how to do it" questions.
- After receiving directions, students express confusion in their questions of and answers to each other.

Indicator 2.3: Develops The Lesson

The effective teacher develops a lesson by explaining concepts, terms, vocabulary and principles, by presenting information and content in a logical pattern and/or by providing examples or illustrations from life experiences and current events, and by creating smooth transitions from one activity to another. Since teaching and learning can be inductive activities, instruction may be carried out through the students rather than have all content presented by the teacher. Thus, included in this Indicator are both direct teaching in which the teacher is presenting material and indirect teaching in which the teacher elicits content from the students. Questioning techniques for eliciting content from students should not be confused with monitoring student understanding. The intent of questioning techniques for eliciting content is not to see whether students understand a concept or skill, but rather to have students contribute to the development of the lesson. In many cases a teacher may use an indirect method after students were to have read a chapter that is being discussed. The intent of their reading is to provide a basis for development of the lesson.

Observers should be sensitive to the use of questions to students, student presentations and student demonstrations as means of presenting new content to the class. Observers should also be aware when the teacher uses some type of group process, such as cooperative learning, as a strategy for lesson development or other purpose.

Explains/Presents

The teacher presents directly or elicits indirectly explanations, rules or attributes that are necessary for development of the lesson. Presentation methods used by the teacher may include initiating, defining terms, giving facts, explaining, demonstrating, or providing other necessary information related to the lesson objective(s). Explanations usually involve a discussion of causes and/or effects or a description of a process. If the teacher uses group processes, students in groups are focusing on the content. The teacher may explain or present through cooperative brainstorming, group discussions, or as instructional input.

Presents Content to Fit Objectives

The teacher presents content information related to the objectives, guides students through planned, structured learning experiences, and actively involves them in accomplishing the lesson objective(s). Activities used to teach and learn are congruent with the objectives. If the teacher uses group processes, the teacher establishes academic objectives or intents for the group to address. The teacher provides such things as procedures or rules which govern the learning process or routines of the group before the group(s) begin work. Few questions are asked by students pertaining to the process and classroom management when a group is effectively structured.

Provides Examples

The teacher gives directly or elicits indirectly examples or non-examples of content, principles, or applications of content. Examples (or non-examples) or illustrations are provided to clarify and extend the lesson. Such examples or illustrations may be in the form of physical objects, olfactory demonstrations, visual presentations, or auditory presentations. Examples may be shown or drawn from historical perspectives, or they may be examples of a concept or object such as when one points to a dog or picture of a dog when describing a dog. In group processes, the teacher may also use various demonstration techniques. The teacher provides input through the encouragement of the group to use similar strategies or learning processes as shown by the teacher or another group.

Examples Illustrations from Life Experiences

The teacher gives examples or illustrations from current events (something that has happened recently) or from life experiences (shows relevance to everyday life; student or teacher directly involved or can picture being involved).

Presents in logical pattern/sequence

The lesson reflects an ordering of concepts and skills. There should be a natural flow to the lesson as one idea precedes or follows another.

Relates Content to Other Subject Areas

An effective teacher applies the concepts, principles, and skills being taught across curriculum areas and places the content being taught in one lesson in the context of other lessons.

Uses Technology When Appropriate

Technology is defined broadly to include any technological device (computer, calculator, telephone, etc.) used for instructional purposes. "Uses" means that the technology is integrated into the instructional process. It is not simply a practice tool. "When appropriate" implies that the use of a particular technological device is appropriate to the lesson content.

Technology can be used by either the teacher when he/she is developing the lesson or by students engaged in learning. There are at least three ways in which an observer might see technology in use:

- 1) teacher uses technology to present information or provide examples and illustrations;
- 2) students use technology in responding to the teacher's instruction;
- 3) technology is the medium of instruction; e.g. students using the Internet to gather information from partner students in another school (teacher is directing).

Uses questions effectively

The teacher asks both knowledge or factual level questions and higher cognitive and affective level questions. Questions may be asked orally or in writing and should be appropriate to the content being presented and the objectives of the lesson. In group processes, during the monitoring process, the teacher may interview by using questioning to deal with problems hampering group or individual learning. The intervention, if necessary, assists groups in solving their problems rather than the teacher "taking on the problem" for them.

Provides Smooth Transitions

Effective teachers ensure that no time is lost in changing activities or in moving from a lesson in one content area to a lesson in another. The teacher sequences and links the various content strands or activities of the lesson. Before moving on to a different content strand or activity, the teacher checks for student readiness.

Examples (Teacher Behavior):

- + Teacher presents new information clearly and concisely.
- + "One month ago, we planted tomato seeds which differed in only one way: half traveled in space for six months and the other half did not. Let's examine them to see if there are any differences."
- + "We have been using regular verbs. How do you suppose irregular verbs differ?"
- + "Sandstone and limestone are examples of sedimentary rock. Why do you suppose they are called sedimentary rock?"
- + "Now name two animals that are marsupials."
- + Teacher attempting to teach decision-making takes students through a process of deciding what to do with the tomato plant each has grown as part of a science experiment now that school will soon be out.
- + Teacher completes presentation on quadratic equations and directs student attention to directions for seatwork which are on the blackboard.
- + Elementary teacher completes work with a reading group, dismisses them to their desks and simultaneously calls group "2" forward. The transition requires 1 minute.

- + "The concept we're studying is velocity. How many of you saw the Braves game on TV last night? They talked about his velocity."
- (Teacher) "Let me explain how photosynthesis works. Oh, wait! I need to first explain the structure of leaves and maybe something about capillary action."
- (Teacher) "Now that we have finished talking about how to multiply two-digit numbers, I need you to wait a minute until I can check to see what problems you need to do for tomorrow."
(Students begin to talk as teacher goes to desk to find assignment.)
- (Teacher) "I'm having a hard time thinking of an example for you. Can anyone give us an example of velocity?"

Effective questioning has several dimensions. They include the use of a variety of questions, the use of single rather than multiple questions and the provision of time for students to formulate responses. The examples below provide a notion of question variety, calling for both lower (status, recall, and comprehension) and higher order thinking skills.

Examples (Teacher Behavior):

- + "Bobby, do you have any questions about adding negative numbers? (Status)
- + "In what year was Nixon first elected president?" (Recall)
- + "Jeff, please explain osmosis?" (Comprehension)
- + "Harriet, how does the concept of reconstruction apply to the current situation in Russia?" (Application)
- + "Joe, can you identify the topic sentence and two supporting sentences in paragraph two?" (Analysis)
- + "Pete, will you please show us how to put together this carburetor?" (Synthesis)
- + "We have studied a number of presidents. Using what you know about them, tell me what kind of president Bobby Kennedy would have been if he had lived and been elected?" (Evaluation)

Probing questions are also very important to learning. Probing questions are "second questions" or follow-up questions used to make a student think more deeply or to cue him/her toward a more appropriate response.

Examples (Teacher Behavior):

- + Teacher: "Who sponsored Columbus's voyage, Mike?"
Mike: "The King of England."
Teacher: "Was Columbus from England?" (Probe)
- + Teacher: "What kind of president would Bobby Kennedy have been if he had lived and been elected?"
Susan: "I think he would have been a poor president."
Teacher: "Why do you think that Susan?" (Probe)

Another aspect of effective questioning is the teacher's use of single questions. Research indicates that double or multiple questions generate confusion and do not contribute positively to student learning.

Examples (Teacher Behavior):

- + "What were three contributions of American Indians to our present culture?"
- + "Who was Ludwig Beethoven?"
- "Who was Ludwig Beethoven, when was he born, and what are three compositions he wrote?"
- "Can you name two players named to the baseball Hall Of Fame in 1990? And, by the way, when was the Hall founded?"

Some questions also elicit some type of performance or demonstration from students

Examples (Teacher behavior):

- + "Mary, please read out loud the speech by Lincoln placing emphasis on the words you think might have been important to him.
- "I think all of you can learn this tune with a little practice at home. So instead of taking time for me to hear you play, let's move on to the next song."

When teachers ask higher order questions, it is important that they give students "think time", i.e., time to formulate answers appropriate to the questions.

Examples (Teacher behavior):

- + "Rachel, please compare the personalities of Macbeth and Iago for us?" (Teacher turns toward window for 10-12 seconds, then turns back to Rachel.)
- + "Who can suggest four things which might be different in the year 2010? Take your time and think about it. Jot your answers on some scratch paper before you raise your hand."
- "Sidney look at the four paragraphs on page 22 and tell us the topic sentence in each, please. Hurry up, we don't have much time."

The Observation Supplement contains a special box where an observer can tally the number of questions asked by the teacher to individuals or groups.

Indicator 2.4: Provides Practice/Summarization

Good teachers know that practice and review are critical to mastery of concepts and skills. They also realize that independent practice (seatwork, homework) are of little value, if students do not understand what has been taught. For that reason, the effective teacher regularly uses guided group practice before requesting students to complete independent practice activities.

Review of concepts or skills learned can occur at any of several points during the lesson. Some teachers begin a lesson with review of what was learned yesterday (initial review). In many classrooms, teachers stop to review what they have just taught before going to the next concept or skill (mid-point reviews). Sometimes, teachers close a lesson with a summarization (review) of what has been taught and learned. It is also important to remember that review/summarization can take two forms. The teachers can summarize or ask students to do so.

Guided Practice

The teacher provides opportunity for teacher-led practice of the skills or concepts presented in the lesson. The practice is under the supervision and direction of the teacher and may include question/answer sessions. Feedback may be given immediately and frequently. Usually the purpose is to assess learners' understanding of what has been taught and their readiness to proceed to independent practice (seatwork, homework, etc.). Thus, the observer may also be coding in the monitoring cluster while guided practice is occurring. Guided practice is often done with the teacher controlling the pace of the activity.

Independent Practice

The teacher provides students the opportunity for independent work. In this setting, the teacher may monitor the students while work is being done in class. The teacher may also ask questions of and provide explanations to individual students or the group. The practice or work may be individualized or grouped and may be in class or at home. If the teacher assigns homework, this category should be marked. If the independent practice continues into more than one scan, mark the occurrence in each scan.

Review/Closure

As stated earlier, review occurs at the beginning, middle, or end of an instructional activity or lesson when the teacher summarizes or asks students to summarize or restate various points of the current lesson or previous learning. Reiterating previous work for a student who has a question is not considered review. Listing of activities or what students have done previously is not considered a review. A review must have a conceptual base. Review differs from reteaching in that review is merely summarizing, clarifying, or highlighting previously learned material while reteaching is presenting content again in a step-by-step fashion using the same methods or different methods. Review is not based on a lack of understanding. Reteaching occurs after the teacher determines that there is a lack of understanding. A teacher may review at the beginning of the lesson or learning activity the content of previous lessons. A teacher may also summarize the main points of the lesson thus far as a transition to a new aspect of the lesson. A teacher may also summarize the main points of the lesson at its conclusion. In many cases an indirect review strategy may eventually cross over into a monitoring/assessment strategy. If this is the case, the observer's script will indicate that the teacher is monitoring rather than summarizing.

During closure, the teacher directly or indirectly provides a summary or ending of the lesson. A link may be made between the activities of the lesson and future or past lessons. The summary may include how students can continue their learning outside of the classroom. In group settings, the teacher causes the group to summarize and evaluate what has been accomplished. Sometimes, this activity is internal to the groups at work. Sometimes, summarization/evaluation is presented to all classroom participants.

Examples (Teacher Behavior):

- + After instruction in two-digit multiplication, teacher calls 6 students to board to work problem she provides; requests others to work the problem at their Seats. (Guided practice)
- + Teacher has explained principles of pencil-sketching. Requests each student to sketch at his/her seat his/her hand. (Guided practice)
- Teacher moves directly from explanation of two-digit multiplication to assignment of homework problems. (Lack of guided practice)
- + In a health class, students are assigned partners and instructed to practice CPR techniques they were taught yesterday. (Independent practice)
- + Students are practicing typing skills. (Independent practice)

- + "For tomorrow, work the problems on page 77 and the even problems only on page 78." (Independent practice)
- + "Let me mention again the four parts of a business letter." (Review)
- + "Who can tell us what three characteristics of reptiles we learned today?" (Review)
- Teacher runs out of time for summary and closure.

Indicator 2.5: Demonstrates Knowledge of Subject Matter

A teacher's knowledge of subject matter is demonstrated in her/his use of accurate, up-to-date information; establishment of relationships among facts, concepts, principles and skills; emphasis of main ideas, or central themes; use of vocabulary appropriate to the subject area and to students, ability to identify students' misconceptions, faulty logic, and unwarranted conclusions, and by his/her ability to respond to student questions. The teacher provides relevance of the lesson to everyday life and uses verbal or written explanations that introduce and clarify key terms, vocabulary, and major principles when development a new concept or during discussion.

Uses Accurate Up-to-Date Information

An effective teacher provides current and correct information in presenting the lesson. The teacher also demonstrates knowledge of subject matter by drawing examples from current events to clarify and extend the lesson.

Establishes Relationships

The concepts, principles, or skills are integrated with or are explicitly explained in terms of other concepts, principles or skills that have been learned. The teacher may point out logical connections, relationships of facts, concepts, and skills to one another by showing similarities and/or contrasts, cause and effect or whole/part relationships. The teacher places the content in some broader perspective, e.g., the world at large. A teacher places content in context when the teacher relates that content to other learning or to events and situations in the world at large.

Emphasizes Main Ideas/Themes

The teacher directly or indirectly provides content through emphasizing or relating it to a main idea or theme. The teacher focuses on the main idea/themes by indicating important points by either repeating or drawing attention to those points through the use of highlighting techniques or verbal signals.

Identifies Misconceptions

The teacher clarifies misunderstandings by asking appropriate questions of students and/or having students verbalize their present understanding and then modifying, prompting, or rephrasing to redirect student thinking.

Responds Knowledgeably/Accurately to Questions

The teacher provides current and correct content information in response to student questions. The teacher may also redirect the student to other sources that appropriately answers the student questions or expands their knowledge regarding the answer.

Used multiple representations and explanations

The teacher uses a multi-sensory approach (hands-on, experience, experiments, charts, diagrams, real life situations, etc.) in developing the elements of the lesson.

Examples (Teacher Behavior):

- + Several students express lack of understanding. Teacher starts instruction again using different emphases, new examples.
- + Students in choral group cannot obtain appropriate harmony. Teacher stops number and sings tenor line to tenors, bass line to basses, etc.
- + "I respect your opinion, Lonnie, but let's go back over the major ideas which should have entered your thinking."
- + "I'm glad you asked, Barbara. Get that green book off the resource shelf labeled, 'Thesaurus,' and ask Martha to show you how to use it."
- + When a student asks what carcinogenic means, the teacher refers to the burned steak for lunch.
- The teacher says he will "... have to look that up ..." for the third time.
- The teacher provides an interesting but unrelated illustration of a skill.
- When three students ask teacher to explain again the process of osmosis, she comments that they should refer to their notes and the text.
- Science teacher mispronounces four technical terms.
- Social studies teacher refers to General Sherman as the president of the Confederacy.

Indicator 3.1: Monitors Student Performance

Competency 3.0 focuses on teacher practices primarily related to assessment of student performance. Assessment of student progress is both formal (tests, project completions, oral reports, performance) and informal. To observe formal assessment, the observer must be in the classroom at exactly the right time. However, effective teachers informally assess learning and progress throughout daily instruction. Indicator 3.1 in the Alabama teacher competencies deals with informal assessment which can be observed. It should be remembered that informal assessment is not a substitute for formal evaluation of student progress. It is precursor to formal evaluation, an intermediate step. The teacher's formal evaluation procedures are covered elsewhere in the competency structure and measured by means other than observation.

An effective teacher "should monitor learner understanding and reteach as necessary." Monitoring of student performance includes checking for student understanding, often through teacher questions, at least some of which should be higher order questions (questions calling for thought). The observer should be aware that "monitoring" questions can be differentiated from questions requiring students to present content for themselves and their peers by location in the lesson. "Monitoring" questions or actions occur after something has been taught. Teacher behaviors indicate a probe for student comprehension of the content which has been presented. The teacher is using the question(s) or action(s) to see if students "get it." Similar

to the earlier explanation of questioning (see *2.3 Develops The Lesson* above) a box for recording the questions which occur during the monitoring process is included at the bottom of the form.

Other forms of monitoring are teacher movement about the room during student practice to assess student progress (checks for understanding), requests by the teacher to see student products, requests by the teacher for student demonstration of what has been taught and learned, and teacher solicitation of student questions.

Checks for Understanding/Products

The teacher checks to see whether students understand the content or material which has been presented, such as seeing if students know facts and understand explanations. The teacher may also be checking to see if students understand how to perform an assigned task. To check for this understanding, the teacher may ask questions and/or review student products. The teacher may also check the work of students by observing students, circulating through the class, or moving toward a particular student to assess progress, accuracy, or understanding. In group processes, the teacher directly or indirectly may also ask for the status or analysis of the progress of a group as a whole.

Solicits Questions

The teacher asks students if they have any questions. Solicits questions is very low level monitoring with little, if any, information provided to the teacher about how well students understand the content or material. The teacher may say "Are there any questions?"

Requests Demonstration

The teacher asks students to perform tasks that require exhibition of various levels of skills, either cognitive or psychomotor.

Asks Higher Order Questions

An effective teacher goes beyond monitoring which addresses only status or recall types of questions. The teacher may ask a student to compare or contrast two or more things or concepts which have previously been compared and/or contrasted. The teacher may request (orally or in writing) students to apply cognitive skills of application, analysis, synthesis, or evaluation as a means of checking for understanding of what's been taught.

Examples (Teacher Behavior):

- + "Are the three safety steps clear?"
- + "Does everyone understand that point?"
- + "Carol, look at the paragraph at the top of page 47. What are the topic sentence and two supporting sentences?"
- + "Joe, what would be the consequences of a malfunctioning carburetor?"
- + "Do you have any questions about your lab assignment?"
- + As students do seatwork assignments, teacher moves from desk to desk and asks leading questions.
- Teacher works at desk as students complete seatwork.
- Students raise hands for assistance. Teacher ignores them

Indicator 3.3: Provides Feedback

Indicator 3.3 is also an aspect of the teacher's assessment role. Assessment is meaningless to students without feedback to aid them in confirm or correcting what they have said and done. Effective teachers provide feedback by acknowledging the students' contributions/participation, by affirming correct responses, by praising specific student learning behaviors, by providing specific corrective information, and by making specific recommendations for improvement.

Acknowledges Participation

The teacher makes a statement or exhibits behavior which recognizes a student's answer, comment, or action; but does not let the student know what the correct answer or action is (e.g., "Yes, that's right.", Teacher nods head in agreement). The teacher also may indicate that a student's response or initiation was heard without making any commitment as to whether the response was correct or incorrect (e.g., "Yes, Bill, I hear what you are saying.") These teacher behaviors may be verbal or non-verbal.

Affirms Correct Responses

The teacher expresses that an answer is acceptable or correct by stating why it is acceptable or correct or by repeating the correct response. A teacher stating, "Yes, Judy's answer is correct because we know that female marsupials have pouches and a kangaroo is a marsupial", is an example of affirmation of a correct response.

Gives Information

The teacher provides some type of additional information to a student question, answer, or comment. The teacher may elaborate more, be discussing assignments or tests, or providing information to the student on his or her status. (Note: A lengthy response which goes well beyond the student inquiry is not tallied here).

Praises Specific Behavior

The teacher provides praise to the students for their behavior. This praise may be verbal or non-verbal. The teacher expresses admiration or high approval for a student response or initiation. Routinely or frequently saying, "Very good", or "Y'all do such good work", is not sufficient to meet the overt criterion for praising. An example of specific verbal praise behavior is, "Angie, your demonstration of how to dribble around an opponent who is guarding you not only showed proper technique; but demonstrated to the class how important it is to be alert." An example of a non-verbal may include a teacher (who rarely uses smiley faces) drawing a smiley face on the correct paper of a student who rarely does well.

Provides Corrective Action

The teacher lets the student know that his/her answer was incomplete or inaccurate by pointing out the inadequacies of a response. The teacher must also specify what is wrong with an answer or response. Stating only that a student's response was incorrect or inappropriate is not sufficient for being corrective action type of feedback. (Note: this type of response would be considered the lower level of feedback, *Acknowledges Participation*). The following is an example of providing corrective action. "No, Russ, alphanumeric means using letters, or 'alpha-bet', such as a, b, c, and not numbers. If you use numbers, that is called what, class?" Note: In this example, the teacher could point out the inadequacy of a response through redirecting all or some of the desired response.

Makes Recommendations

The teacher makes a suggestion for student improvement. This suggestion must be specific. The following is a specific suggestion. "Since your writing slants upward, you may want to place a piece of lined paper underneath to help as a guide for keeping your writing in alignment. Try this for awhile, then quit using the lined paper and see if you can write straighter without it."

Promotes Thinking

A teacher responds by further elaboration which promotes student critical thinking skills. The teacher may elaborate by asking a rhetorical or philosophical question. The following provides elaboration would fit in this category. "Joanne mentioned that the journal was a primary source used in the trial. Why would that evidence have more impact than other sources offered by the defense?"

Examples (Teacher Behavior):

- + Teacher nods and says, "O.K.," as student answers question. (Acknowledgment)
- + "That's good, Brenda. The Tennessee River does flow into the Ohio River." (Affirms correct response)
- + "You're right, Joan. The numbers are equal since 4×5 is the same as 2×10 ." (Affirms correct response)
- + "Thank you for your answer, Jack" (Acknowledges participation)
- + "No, remember that an adverb modifies a verb; this is an adjective since . . ." (Correction)
- + "You're close, Charlene. If you draw a dotted line rather than a solid one, it would indicate a hidden edge." (Recommendation)
- + "Joe, you need to go back to Chapter 2 and read the part on how to complete the square." (Recommendation)
- + "Those of you working on question set 5 pay close attention to the differences between the large and small intestines."
- + "Sarah did a wonderful job with her drawing of her hand. Look at the flow of the lines." (praise)
- "Good, Bob!" (Lack of specificity)
- "No, that's wrong, June." (Lack of specificity)
- "Go to the library and work on your spelling." (Lack of specificity)
- Teacher ignores student response to question and calls on another student.

Indicator 3.4: Uses Assessment Results

The teacher assesses, tests, or diagnoses student knowledge or performance to determine what students know before, during, or after instruction. Effective teachers use student assessment results in a variety of ways, and at least three of those involving results of informal assessment (monitoring) are observable in the classroom. They include clarification or elaboration of directions and explanations, reteaching of content and adjustment of instructional pace.

Clarifies/Elaborates

The teacher rephrases, restates, or amplifies a concept, principle, or skill as a result of some indication that students have not understood something.

Reteaches when Necessary

The teacher reteaches by repeating previously taught content to students who failed to achieve specific content objectives. Some type of assessment by the teacher or student questions have preceded this activity. If a teacher only summarizes, then this is actually review. Since reteaching is a redevelopment of the lesson, the observer should be checking to see if the content being taught is approached alternatively to how it was previously taught or if the development is in-depth. If so, the observer's script would also most likely be analyzed and score as being under Indicator 2.3 *Develops the Lesson*. If not, then the script analysis would only indicate a score for Indicator 3.4 *Uses Assessment Results*.

Adjusts Pace when Necessary

The teacher increases or decreases the pace in presenting materials or content as a result of indicators that the teacher is moving too slowly or too rapidly. This item includes adjusting the pacing for individuals and groups.

Examples (Teacher Behavior):

- + After students ask several procedural questions about how to proceed with an assignment, the teacher asks class to watch and listen while she demonstrates what to do.
- + (Warm fall afternoon) Teacher notes attention of several students beginning to wander. He picks up the pace of the lesson,
- + (Teacher) "I've graded yesterday's tests, and I believe there were some things which weren't clear to you. Today, we'll go back over the events leading up to the sinking of the titanic. I'll try to present these events a little differently."
- Students ask at least six questions about how to proceed with the lesson. Teacher refers them to directions on the board.
- (Teacher) "I've graded yesterday's tests, and I don't think you folks did much studying or listening. Nobody scored above 65. That's appalling!"
- Teacher is explaining a math procedure. Student comments, "Wait Mr. Smith, I haven't got that." Other students murmur agreement. Teacher comments, "You'll have to think faster."

Indicator 4.1: Manages Class Time

Competency 4.0 focuses on classroom management, which includes management of time and management of student behavior. In managing class time, the effective teacher begins instruction promptly, completes non-instructional duties with minimal loss of time, and organizes materials, supplies and equipment to be used so that getting them to and from students requires minimal time. The teacher also discourages student digressions from tasks and redirects them when they occur, follows the planned sequence of activities with minimal teacher digressions, organizes instruction so that students do not spend time with nothing to do, and returns students to task quickly after unavoidable interruptions. In the script, the observer should indicate if students are waiting or if there are any digressions. The observer may simply note, "3 students waiting" or "3 students completed work and have nothing to do" or "Students in 1 group discussing football, unrelated to task". (Note: In modified script, these statements can be abbreviated, for example, "3 st wait" or "3 st compl wrk, do nothing" or "S in grp discuss fball - unrelated.") A box is also included in the Observation Supplement for recording the number of students waiting.

Begins Promptly

The teacher begins the lesson promptly and elicits on-task behavior from students. Time serves as an effective resource for teachers who manage to use it well. Teachers who begin class on time and engage students in appropriate learning activities find that students remain on task and perform better in the classroom.

Minimizes Loss of Instructional Time

The effective teacher develops and uses procedures to minimize time spent in performing routine, non-academic tasks. The teacher establishes with students standard ways for routines including beginning and ending class, moving about the classroom, completing assignments, handling materials, etc. The teacher also provides smooth transitions from one activity to another without significant loss of class time.

Discourages/Redirects Digressions

The effective teacher keeps students focused on the task by redirecting their attention back to the task at hand whenever they deviate from classwork or activities. The teacher ensures that students stay on task by avoiding situations which could cause them to divert their attention from the task. The teacher also discourages digressions through monitoring activities.

Minimizes Teacher Digressions

The effective teacher avoids digression from the lesson. Digression occurs whenever a teacher initiates and discusses incidental events or situations that are unrelated to the lesson or student behavior. For example, discussion of a recent ball game or movie unrelated to the lesson would be considered a digression.

Minimizes Student Wait Time

The effective teacher minimizes student wait time by providing students with sufficient work in the time allotted and by establishing procedures for students who finish activities early. For example, students who finish assignments early should have other activities available to them and should know in advance what these activities are. An effective teacher also has relevant, secondary activities available to students who are having difficulty and are waiting for the teacher to provide assistance.

Effective Use of Time

The teacher makes effective use of time by having instructional resources ready for use without class disruption.

Handles Interruptions

Interruptions cannot always be avoided. The effective teacher minimizes or handles interruptions by returning to the lesson in a prompt and effective manner. During an interruption, the teacher provides activities (whenever possible) or has established routines for students.

Examples (Teacher Behavior):

- + Immediately after the bell rings, the teacher provides an introduction to the lesson.
- + The teacher is talking to two students about their assignment when the bell rings. He promptly closes their conversation and begins class.
- + The teacher is occupied with a serious situation when the bell rings. She stops long enough to tell the class that she will be delayed for a few moments and gives them a task to complete.
- + (Student) "Hey, Mrs. Ravitch, did you see the ball game last night?"
(Teacher) "Yes, John, it was exciting, but we'll need to wait to talk about it until after class."

- + Students return to room after fire drill. Teacher immediately turns their attention to the lesson.
- The bell rings and the teacher is still trying to patch two extension cords together.
- Teacher uses five minutes to call roll and mark attendance report.
- (Teacher) "O.K., now let's look at this poem, Carl Sandburg's 'Chicago.' Oh, did I ever tell you about my trip to Chicago?"

Examples (Student Behavior):

- + Students have taken their seats and completed conversations prior to or soon after the bell rings.
- + Students have appropriate materials on their desks ready to go when the bell rings.
- + Students enter the room and hang name tags on cork board provided for that purpose. After starting students into class activity teacher checks tags not posted to see who is absent.
- + Students enter room and go to table to pick up materials placed there for use today.
- Students enter after the bell, stopping for conversation with other students.
- Teacher is checking each student's homework at her desk. Remainder of students are talking with each other, waiting their turns.

Indicator 4.2 Manages Student Behavior

This indicator requires that the observer look for teacher use of both verbal and nonverbal behaviors to maintain orderliness, task orientation and positive interactions with and among students. Nonverbal behaviors, particularly the teacher's use of spatial distance, eye contact and facial expression will be especially important since nonverbal behavior can be used as a controlling strategy without disrupting instruction and learning.

To maintain appropriate student conduct, inappropriate student behaviors must be stopped or redirected when they occur. Further, sanctions or punishments for inappropriate behavior must be reasonable. i.e., the punishment should fit the crime. Sanctions which are too lenient or too harsh do not lead to better conduct; they tend to foster greater or more intense misconduct.

Finally, the best control of student conduct is lack of misconduct. Effective teachers have what Kounin (a researcher) called "withitness." They are very much aware of the multitude of things going on in the classroom at any one time, are constantly evaluating those events and situations and are taking action to head off problems before they can occur. The teacher in whose classroom there are no discipline problems should not be penalized but praised for that. Observers should be looking for teacher actions which keep problems from occurring.

The Observation Supplement provides a box for recording the number of students who are off-task or disruptive in terms of student behavior. Record each event or instance separately.

Emphasizes Rules/Procedures

An effective teacher provides guidelines for student behavior, helps create student awareness of the guidelines and interacts with students to determine that established rules and procedures are carried out. The teacher provides reminders to students of rules and procedures either through positive reinforcement or through disciplinary actions. For example, a teacher may reinforce a rule by stating, "All of you have done well today by putting your reading books in the back of the room when you finished."

Monitors Rule Adherence

The teacher monitors the behavior of students during instruction, group activities, transitions, and independent work. Adherence to routines and on-task behavior of students implies that rules and procedures have been established and maintained.

Anticipates and Intervenes

The effective teacher anticipates and prevents potential student behavior problems. A teacher may use close proximity to prevent a student from becoming off-task or use students' names for the same effect.

Uses Verbal/Non-verbal

The effective teacher uses both verbal and non-verbal techniques in managing student behavior. Non-verbal actions may result in the same behavioral change as verbal, but with less disruption to the class. For example, instead of verbally telling a student to be quiet and get back to work, the teacher may get the student back on task by making eye contact with the student.

Uses Reasonable Sanctions

The teacher handles inappropriate student behavior by using the least disruptive and least emotional technique. Moving a child to another area of the classroom or speaking to a child who is off-task instead of stopping the entire class to focus on the behavior are considered reasonable sanctions.

Rewards Appropriate Behavior

The teacher consistently uses positive statements and actions in an effort to promote appropriate student behavior. The teacher may demonstrate verbal appreciation to the student or to the whole class or may give stars, stickers, or extra time on a desired activity for students who exhibit appropriate conduct.

Examples (Teacher Behavior):

- + Teacher moves close to two boys who have started whispering to each other, but continues the lesson.
- + Two students in back of room begin flipping rubber bands at each other. Teacher immediately commands them to stop.
- + "Judy and Sandy, I want to commend you for your attention to your seatwork today. You didn't talk once during our study time."
- + (Teacher) "Let's remember our rule about talking during seatwork."
- + Teacher is assisting a student with seatwork. He hears two students behind him giggling; turns head toward them and stares for about 15 seconds.
- + Teacher sees two students exchange glances during test. She quietly moves to one and asks him to move to vacant seat near back of room.
- Teacher screams at student who has just poked his neighbor across the aisle.

- Teacher ignores/does not see cluster of four students passing notes over several minutes.

Examples (Student Behavior):

- Constant student "murmur," no action by teacher.
- Students disregard teacher requests for quiet.

Indicator 5.1: Involves Students In Interaction

Involving students in classroom interaction contributes to a positive learning climate. An effective teacher ensures that all students are actively participating in learning activities. Involvement results from teacher encouragement of active participation, establishment and maintenance of positive rapport with students, engaging all students in classroom discussion, encouraging students to collaborate and share with each other, and accepting, using and building upon student responses in instruction.

The Observation Supplement provides a box for tallying the number of students participating or actively involved in the lesson.

Encourages Participation

Encourages participation is far more than permitting students to participate. Questions, activities, and materials are structured to meet student differences, thereby compelling all students to become involved. For example, a teacher may structure the lesson so that certain students would be successful, thereby encouraging them to be responsive during the lesson. The teacher may structure the lesson to focus on individual interests or learning styles in order to motivate students to participate. The teacher calls on students who are not actively participating in a learning activity or discussion. For example, the teacher may ask a student who does not have his/her hand raised to respond to a question. The teacher also calls on student who have indicated an interest to respond or participate in an activity or discussion. Thus, the teacher encourages not only volunteers, but non-volunteers as well, to participate in lesson activities.

Encourages Equitable Participation

The teacher provides equal or similar opportunities for all students to engage in learning activities. The teacher structures instruction to enhance the probability of universal participation of students in the same or similar activities regardless of their abilities and differences. Activities may be modified to ensure inclusion of all students. For example, the teacher may rotate students to allow each one to have the same amount of time on the computer although their activities on the computer may vary.

Establishes Positive Rapport

The teacher demonstrates a genuine interest in students and encourages interaction among students and between students and the teacher. The teacher may establish positive rapport through such behaviors as using students' names, actively participating in student activities, making positive comments, or showing attention to students by focusing on their work. The teacher may also establish rapport by advocating a student's response or comments such as when the teacher says to a group of students, "Jane's point makes sense. Why not have Jane expand upon her comment." As a result, students have a sense of appreciation for their efforts and will contribute more freely to the class.

Elicits Responses

The teacher attempts to draw out a response from students. A response is not necessarily to a question but could be to an activity. A student who is not participating in an activity is not responding. A teacher attempts to elicit a response by leading students to a response. If a student is not responding to a question or participating in an activity, the teacher may provide a statement, hint, suggestion, or a rephrased question that solicits information from the student or gets the student participating in the activity.

Encourages Sharing/Helping

The teacher provides activities or learning opportunities for students to work together or help each other. The teacher may ask a student to work with or help another student. For example a teacher may say, "Bob, will you show Joe how you got your answer." The teacher may have students work in pairs to come up with common solutions or to check each others work. For example, the teacher may say, "I want everyone to work in pairs to come up with a list of reasons why the stock market may have fallen. Let's pair up this way"

Uses Student Ideas/Responses

The teacher references, elaborates, or extends student comments which relate to the development of the lesson during discussions or teaching. When this teacher behavior occurs, the teacher may not have planned this part of the lesson but takes an opportunity to use a student's previous comment or opinion to expand upon a concept or skill or to illustrate a point relative to the lesson. The teacher deliberately blends or uses the comment or opinion in the development of the lesson other than when the teacher is using an indirect teaching style. This category does not include those responses made by a teacher in answering a direct question by a student. "Uses" in "uses student ideas" means makes use of, not merely providing an answer to a direct question.

Seeks Elaboration

The teacher attempts to lead a student into clarification or elaboration of his/her previous response. This category differs from the *Elicit Response* category in that the teacher provides a statement or question which solicits more information from the student regarding his/her response rather than attempting to get an initial response. In this category the teacher is leading the student to provide an additional response. For example, a teacher may say, "John, you mentioned only one aspect of the economic times during this period. Aren't there more? What might another be?"

Refers to Other Students

The teacher redirects/refers the student's idea(s)/response(s) to a different student for elaboration or reaction. For example, a teacher may say, "Fred, do you agree with Paul? Why or why not?" or "Judy, would you restate Pete's comments for us?"

Engages Students in Knowledge/Hypothesis

The teacher provides activities or discussions which teach students how to learn. The teacher provides opportunities for students to probe, develop questioning skills, or to use multiple sources of information to generate conclusions. For example, in a biology class studying cells, the teacher may have an activity where the students are to use articles from journals, Internet sources, and books in order to develop a model concerning the functions of organelles.

Varies Roles in Instructional Process

The teacher plays different roles within any instructional strategy employed: presenter/explainer, facilitator/helper, coach, etc.

Examples (Teacher Behavior):

- + "Good example, Sidney! Can you provide an opposite one, Jennifer?"
- + "Robin, have I called on you today?"
- + "What do you think Greg is trying to say, Stacy?"
- + "That's part of the answer. Can you add to it?"
- + "Beth has stated that Robert Kennedy was a political opportunist. What does she mean? What is a political opportunist?"
- + After asking a question, teacher points to student who hasn't spoken.
- + Teacher smiles and winks at student who had trouble with an answer.
- + Teacher nods and smiles at students as they sing.
- Teacher asks no questions until the end of the lesson.
- "Put your hands down; I don't want you to interrupt me until I'm through with the presentation."
- Teacher does not redirect student questions or answers to other students.
- Teacher calls only on volunteers.
- "Let's keep our opinions to ourselves."

Examples (Student Behavior):

- + "I disagree with Chad. I think Larry was right a while ago when he said . . ."
- + Students respond to one another's answers with additional information.
- + Students joke with teacher (no disruption of class or prolonged socialization).
- Only five students respond to questions during the lesson.
- Students do not respond to teacher question. Teacher answers it.

Indicator 5.2: Communicates High Expectations

The teacher encourages students to do quality work by communicating clear expectations for tasks and activities. An effective teacher does the following: 1) encourages students to deliver quality performances and products, 2) indicates confidence in students' ability to learn, 3) establishes and maintains timelines for task completions, 4) establishes and maintains standards for consistency, correctness, neatness and form, and 5) holds students accountable for assigned activities.

Research and common sense confirm that many people live up to their own expectations or the expectations others set for them. Life is full of examples of individuals who rose to their parents' encouragements or personal aspirations and other who sank to parental abuse or low self-worth. Classroom research bears out related findings regarding the effects of teachers' expectations upon their students' willingness and/or ableness to learn.

The teacher who communicates high expectations will provide overt and subtle messages which reflect their belief that students can and will acquire new knowledge, concepts and skills.

Timelines for Completion

The teacher indicates a due date and/or time requirements for student work. This could be for such things projects, papers, or homework. Further, the teacher indicates accountability for meeting timelines.

Establishes Standards

The teacher refers students to established or new high standards. The teacher promotes high standards through teacher action or other discussion. For example, a teacher may say to the class, "I expect all of you to check for misspellings before you turn in your papers. You can use a spelling checker, but don't forget to check for words that are mistyped rather than misspelled like 'form' and 'from'."

Holds Students Accountable

The teacher imparts a feeling of responsibility among students, especially in student actions or the work responsibility they have. For example, a teacher may say, "While in your groups, don't forget that I expect all of you to share the work load or to contribute, and not have only a few of you do the assignment for the group."

Encourages Quality

The teacher reminds students of expected high quality or that "sloppy" work is not accepted. For example, while reviewing student work during monitoring, a teacher may say, "Marissa, by checking your answers, I see you have increased your accuracy. Keep up the good work".

Indicates Confidence

The teacher promotes the feeling that all students can learn or promotes confidence in a student's ability. A teacher may instill confidence by saying, "Yesterday you completed 8 problems correctly. I bet you will be able to do at least 10 today!"

Examples (Teacher Behavior):

- + "Phil, I know you can improve because I saw some real progress yesterday."
- + The teacher analyzes a student's writing skills and then suggests specific practice "that will make your handwriting better than mine."
- + "Your chart is due Monday, as you know. Please do not ask for an extension. It is due Monday."
- "I knew you'd have trouble doing this right."
- The teacher indicates that something is "good enough," implying that it is barely satisfactory.

Examples (Student Behavior):

- + "How's this, Ms. Bankston?"
- + Students work diligently on improvement exercises.
- Student turns in poor product early, and teacher accepts it.
- "You probably won't like this one either."

Indicator 5.3: Expresses Positive Affect

An effective teacher develops a positive classroom environment through affective behaviors. This indicator requires that classroom observers look for overt teacher behaviors which communicate acceptance, caring and concern for students and contribute to a positive classroom climate; they also discourage teachers use of negative behaviors which "put down" or verbally abuse students. Teachers should exhibit behaviors which help to instill a positive atmosphere in the classroom.

The positive definition for these indicators include 1) expresses enthusiasm verbally and nonverbally, 2) uses positive verbal language, 3) uses positive nonverbal cues. 4) demonstrates respect and consideration for students. The "negative" items state that effective teachers will 1) minimize negative affect by accepting student responses without ridicule, 2) avoid the use of sarcasm or derogatory statements (either verbal or nonverbal), 3) avoid personal criticism. and 4) avoid emotional outbursts.

Another aspect of teacher behavior which influences student conduct greatly is the use of praise. However, research has clearly shown that for praise to be effective it must acknowledge specific student behaviors and specific students. **Do not credit a teacher for praising students unless this specificity exists.**

Verbal/Non-verbal Enthusiasm

The teacher communicates enthusiasm and high interest in the lesson, subject, or activity through use of gestures, movement, intonation, direct statement, etc. The teacher may also instill enthusiasm by providing levity to various classroom situations or discussions through humor.

Positive Verbal Language

The teacher overtly expresses positive affect through making comments or statements. Routinely or frequently saying "very good" or "you all do such good work" is not sufficient to meet the overt criterion.

Positive Non-verbal Cues

The teacher overtly expresses positive affect through non-verbal actions. These actions may occur through such things as facial expressions, moving closer to students, gesturing, or touching. Be aware that some expressions may not be interpreted the same for various cultures and backgrounds. For example, touching students may not always be positive in some cultures (e.g., Indochinese cultures). Thus, what may seem to be positive non-verbal may not be.

Demonstrates Respect

Diversity of students should be considered. The teacher's behavior indicates consideration for the student as a person. This may be through reactions to what students say or do. In other words, the teacher treats students as ladies and gentlemen.

Lack of Ridicule/Sarcasm

The teacher does not mock students or makes fun of students. The teacher is not rude to students or group of students. Teachers avoid using sarcastic remarks such as, "When are you going to stop acting like a baby?"

Lack of Personal Criticism

The teacher does not exhibit behaviors that non-constructively finds fault with students, their work, or their behaviors. The teacher does not exhibit behaviors that describe or connote negative feelings based on factors such as personalities, race, gender, age, or socio-economic conditions.

Avoids Outbursts

The teacher does not respond to inappropriate behavior of a student with a gesture, body language, physical contact, or physical restraint that conveys anger, force, threat, or intimidation.

Examples (Teacher Behavior):

- + "I like it! I like it! You are doing great. You still have 20 minutes before the test is over. Keep it up"
- + Teacher walks by desk of student whose mother is in the hospital and pats him on the shoulder.
- + "I appreciate what you did today to help me through this headache."
- + "Excuse me, Jane! I didn't mean to interrupt you." (without sarcastic tone).
- + Teacher commands boys who are shoving each other to sit down, but does so in firm, even tone.
- Teacher asks questions; nods at answers; maintains neutral facial expression.
- Teacher stands before class with arms crossed during most of the lesson.
- Teacher talks in a monotone.
- "George, your answer has just proved that your mustache weighs more than your brain."

Indicator 5.4: Maintains Physical Environment Conducive to Learning

Indicator 5.4 is another aspect of the broader Competency, *Positive Learning Climate*. The physical environment of a classroom contributes to or distracts from the comfort level of students and the aesthetic atmosphere. An effective teacher arranges furniture and equipment to facilitate movement and learning, uses assigned facilities to accommodate different types of activities, attempts to create an attractive physical environment.

The teacher who *Maintains a Physical Environment Conducive to Learning Within Limitations of Facilities Provided* will do things to or with furniture, windows, lighting, resources, etc. ahead of time and within class time in order, to maximize student interest and teacher strategies.

Arranges Furniture/Equipment

The classroom reflects an arrangement which accommodates various types of students activities and teacher movement. Learning center arrangements, areas for small groups, and areas to accommodate equipment and/or materials should also be considered in this category.

Accommodates Variety of Activities

The room should be arranged to facilitate the activities observed, and should allow change to accommodate new activities and smooth physical transitions.

Maintains Attractive Environment

The teacher maintains the room to promote learning. The room reflects effective use of lighting, color, and the use of attractive bulletin boards, mobiles, or such items as charts, learning centers, art displays, etc.

Examples (Teacher Behavior):

- + Chairs have been prearranged for today's debate.
- + When small group work is to begin, the teacher recommends furniture rearrangement which is easily and quickly completed.
- + "Florence, you and Octavia can go to the learning center to work on your multiplication tables." Students move easily to center, because avenues are uncluttered.
- All the chairs are in rows even though small group work is planned from the beginning of class.
- The room has posters and other visuals left over from 1983. They are not connected to instructional content.

Examples (Student Behavior):

- + When in-class practice begins, some students pull chairs together to work without disturbing others.
- + A group has been sent off to a corner table.
- Students cross back and forth between two resource centers which could be moved closer together.

Indicator 6.1 Speaks Clearly, Correctly and Coherently

A teacher's speaking pattern can be rich with regional flavor and personal uniqueness yet at the same time meet standards of clarity, correctness and coherence. The underlying assumption is that a teacher's speech should be readily understood by his/her students.

The effective teacher demonstrates communication skills which are clearly understood by students.

Indicator 6.1 is one aspect of the broader Competency, *Communication*. The teacher should be proficient in both the written and oral use of language.

The definitions of the indicator are 1) uses standard speech, 2) pronounces words correctly, 3) adjusts rate of speaking when needed/requested, 4) adjusts speaking volume when needed/requested, 5) adjusts pitch for emphasis, 6) organizes presentations, 7) uses vocabulary and style appropriate to level of audience, and 8) speaks fluently without hesitation.

The teacher who *Speaks Clearly, Correctly and Coherently* will consistently say things in such a way as to maintain students' attention and to model correct English (or foreign language as appropriate).

Uses Standard Speech

The teacher demonstrates fluent and precise speech. The teacher uses vocabulary appropriate to the audience and refrains from using slang expressions. There should be no conspicuous grammatical errors or speech characteristics which distract students or interfere with learning.

Uses Correct Pronunciations

The teacher consistently speaks distinctly and avoids mumbling or the slurring of words.

Adjusts Rate

The teacher, in response to a student request or in recognition of the need to change, speeds up or slows down his/her rate of speaking to accommodate students.

Adjusts Volume

The teacher speaks louder or softer in response to a student request or in recognition of the need to change voice level for the purpose of stressing a point.

Adjusted Pitch for Emphasis

The teacher uses inflections in recognition of the need to change voice intonation for the purpose of stressing a point.

Organizes Presentation

The teacher gives evidence of having organized the presentation of the lesson by avoiding gaps in the presentation or periods when he/she appears to search for the next point or statement.

Uses Appropriate Vocabulary

The teacher uses vocabulary that students can understand and relate to their command of the language.

Speaks fluently

The teacher avoid excessive use of repetition of words or ideas. The teacher should also avoid the use of "uhs", "ahs", "you know" and the use of vague words or terms.

Examples (Teacher Behavior):

- + On a warm day, the teacher frequently alters pitch, volume, and rate.
- + "I made a mistake in subject verb agreement. Who caught that error?"
- "I don't have no Idea why they done that."
- Teacher's monotone lulls observer into complacency.
- Teacher's presentation jumps from point to point without apparent reasons or logical progression.
- (Teacher) "Today. we are going to study-uh-study our; that is, American'- uh-reactions to, to the war-uh-with-uh-Vietnam."

NOTE: When scoring the teacher's performance in this indicator, "3" should be awarded unless there is a pattern of behavior supporting a lower or higher score.

Indicator 6.2: Writes Clearly, Correctly and Coherently

The effective teacher uses correct spelling and grammar in written communication. A classroom observer, may not see teacher behaviors pertinent to this indicator often. However, the observer should be alert to teacher writing as it appears on the chalkboard, overhead transparencies, and in materials distributed to students. Of particular concern are correct spelling, use of correct grammar and mechanics, legibility of writing, use of vocabulary and style appropriate to the level of the learners, and organization of written information.

Spells Correctly

The teacher displays correct spelling in written communication.

Uses Correct Grammar/Mechanics

Written communication displayed in the classroom or used in response to student work exhibits the use of correct grammar.

Writes Legibly

The teacher's writing can be interpreted by students without difficulty.

Uses Appropriate Vocabulary

The teacher's written communication can be easily understood by students and is appropriate to their age and development.

Organizes Information

The teacher's written communication reflects a systematic arrangement of the content presented. The information is organized to promote student learning.

Examples (Teacher Behavior):

- + Teacher writes often on the chalkboard, but there are no evidences of problems in the areas defined.
- Teacher misspells five words in a letter handed out to students to take to their parents.
- Teacher writes on transparency, but neither the observer nor students can read the message, as evidenced by student questions about it.

Appendix E
Tips on Completing the Professional Development Form



Tips on Completing the Professional Development Form

Specificity in describing what took place and its benefits is critical if the evaluator is to fairly assess the completion and success of the PDP with reference to the teacher's professional development and leadership initiatives. We offer the following "tips" for writing descriptions and benefit statements and for relating the activities undertaken to specific definition items in Indicators 7.1 and 7.2. As you read them, keep in mind that no activities should be undertaken (or at least included in the PDP) that do not relate to the objectives targeted for accomplishment. In other words, don't report activities for which an objective was not pre-planned.

Indicator 7.1: Improves Professional Knowledge and Skills

1. Participates in professional organizations

Description: The teacher should identify the specific educational organizations and the level of participation such as member, officer, school representative. The teacher should provide information about the number of meetings attended. The evaluator should look for an active, participatory role. A determination should be made about the relevance of the professional organizations to the teacher's job requirements. The teacher should also provide information about the approximate amount of time spent (1 year more than one).

Benefit: Benefits derived from participation in professional organizations should be included. Specific benefits should be listed (e.g., have networked with teachers in other school districts and used their ideas on mastery learning in my classroom; have served on a committee addressing outcomes accreditation and shared this information with my faculty; have heard speakers at meetings that provided pertinent information for my classroom such as school law and special education).

2. Participates in school system and state professional development programs and/or attends state, regional, and national conferences.

Description: The teacher's participation in the activity should be described. The evaluator should be able to determine the difference between development or in-service programs and conference attendance. A determination should be made concerning the relevance of the programs/conferences attended to the teacher's job requirements. The evaluator should look for an active, participatory role. More credit should be given for active involvement in a conference or applied use of conference learning than for attendance only.

Benefit: Benefits derived from participation in professional development programs and/or conferences should be included. Specific benefits should be listed (e.g., learned the major principles of cooperative learning and developed cooperative learning in my classroom using them) rather than general statements (e.g., attended sessions on cooperative learning)

3. Participates in professional development program to improve job performance

This item is automatically confirmed by the PDP and its completion. The teacher is participating in a program.

4. Takes formal coursework or obtains advanced degree(s)/certification.

Description: The coursework is described by course title and content. There is a direct relationship between the courses taken and the teacher's job requirements, or a clear rationale is provided for taking the advanced study. Be sure to indicate when these activities occurred.

Benefit: Benefits should be specifically stated and include descriptions of outcomes; from the advanced work. These benefits should show how the teacher has applied formal learning and how this has led to accomplishment of the PDP objectives.

5. Uses ideas from books, professional journals, and professional organizations to improve teaching.

Description: The teacher clearly identifies the idea, the source of the idea, and how the idea relates to improving teaching. The description should include how the new idea was tried, how its success was evaluated, and the results of the evaluation process.

Benefit: Specific outcomes as a result of the activity should be explained. There should be a relationship between outcomes and benefits to the teacher and/or to appropriate others such as students, school, or school system. The teacher should reflect on the success of the new idea in accomplishing the PDP objective(s).

Indicator 7.2: Takes a Leadership Role In Improving Education

These explanations are provided to assist in teacher descriptions and evaluator analyses of leadership initiatives recorded on the PDP. Please note that many, perhaps most, leadership objectives and activities will appear in the Personal/Professional category.

1. Provides leadership in identifying and resolving issues and problems facing education (local, state, regional, national)

Description: The teacher should describe specific strategies used to identify and resolve issues and problems related to specific job responsibilities. The evaluator looks for the use of realistic and innovative approaches. Specific procedures for formal/informal evaluation of the activity should be explained and when the activities took place should be made clear.

Benefit: The change effected or the resolution made should be identified. Specific benefits at local, state, regional, and/or national levels should be recorded.

2. Provides leadership in establishing and/or achieving school/school system goal

Description: This section describes how school and school system goals were established. The teacher's contribution to the establishment or the implementation of such goals should be described here. Procedures used by the teacher to communicate high expectations and to promote achievement of goals should be included in the description. Time and duration of activity are important inclusions.

Benefit: Provide a description of improvements resulting from the implementation and accomplishment of school/school system goals. Examples of specific benefits to appropriate audiences should be recorded. The benefits should be directly related to the accomplishment of the objective(s) that prompted the activity.

3. Initiates activities and projects in the school/school system

Description: This section describes specific activities and projects in the teacher's area of responsibility that have been established to accomplish objectives in the school or school system. The information includes methods used by the teacher to initiate activities and to disseminate ideas to staff members. Be sure to include time and duration of activity.

Benefit: Describe the benefit of the activities and projects to the teacher, students, staff, or school system. A direct relationship between the teacher's efforts and accomplishments and the pre-planned objective(s) should be evident.

4. Conducts workshops/training sessions

Description: This section describes the topic and purpose of the workshop and includes the target audience, the objectives for the workshop and the strategies and material used. When did it occur?

Benefits: This section identifies the outcomes of the workshop and provides evaluative information about its success in relationship to the pre-planned objective.

5. Share ideas, materials, and resources with peers and others

Description: This section provides a detailed description of the specific ideas, materials, and/or resources that have been shared with other teachers and staff in the school/school system. The sources of the ideas, materials, and/or resources is identified and an explanation is given of the appropriateness for others.

Benefit: This section explains how the sharing of the ideas, materials, and/or resources was a benefit to others and a contributor to the accomplishment of the designated objective(s). The description should include also how this sharing and collegiality improved teaching, learning and/or management in the school or school system.

Additional "tips" are included in subsequent information about the two remaining dimensions of the PDP: student achievement and personal/professional development.